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ABSTRACT

This study was designed to determine how educators involved with teacher centers perceived the roles of others associated with teacher centers and the purposes and major benefits of teacher centers as institutions. Subjects of the study were 56 professional educators from 15 states. They were questioned on their role expectations for inservice teachers and administrators, university/college professors, teacher organization professional personnel, certification officials, preservice teachers, parents, students, paraprofessionals, and state education department personnel. The purposes and functional attributes of teacher centers were analyzed in reference to orientation, clientele, finance, governance, incentives, location, staffing, dissemination, evaluation, political/legislative factors, curriculum development, and research opportunities. The major benefits and payoffs of teacher centers were examined with respect to accreditation agencies, parents and community, teacher organizations, education agencies, and universities and colleges. The most definitive set of role expectations appeared to be those associated with the inservice teacher as the recipient of teacher center services. There was general agreement that teacher centers are supposed to exist to serve the needs of classroom teachers. The respondents viewed all outlined institutional payoffs or benefits in the direction of the immediate needs of teachers, and were not too concerned with long range benefits, collaboration for credibility purposes, or tangential development for the teacher center as an established and recognized institution. Results of the findings are displayed in tables, accompanied by a discussion. Suggestions are made for future research on the topic, with recommendations for methodology, data collection, and analysis. The survey instrument is appended. (JD)

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TEACHER CENTERS

perceptions of:

Role Expectations

Functional Attributes

Institutional Payoffs

A Research Report

by

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Preface

The intent with respect to the design of this document was to develop a product which might have a multipurpose orientation. It is hoped that some of the needs of researchers in teacher education might be better defined by way of this exploratory effort, whereby starting points for future refinements can be identified and pursued down several avenues of similar and more structured inquiry. A second set of concerns which hopefully the results of this project address deal with the needs of school-based professionals who are already implementing teacher centers or those who are contemplating the development of a teacher center. Hopefully, many of the role expectations, functional attributes, and/or institutional payoffs that have been topics and issues of discussion will have acquired some degree of clarity as a result of the findings of this study. In addition, to facilitate the inservice "policy analysis" and decision making at the local school system level, a "kit" containing small flip-charts has also been developed in prototype format as a companion to this Report for use and modification by those "wanting to find out what their teacher center is all about"; or those teacher center planners who want "to get some direction" in feasibility-study or planning stages of teacher center conceptualization in terms of roles, functions and payoffs.

A third set of concerns focuses on adding something to the knowledge base in the area of inservice teacher education. Because the concept and operation of teacher centers usually impact and interface with most facets of the loosely confederated professional education enterprise, the need to shed any light on role expectations, functional attributes, or institutional payoffs appears to be important if teacher centers are to succeed as a recent innovation and become a viable and professionally respected alternative form of teacher preparation. This coupled with the need to operationally define and validate "what teacher centers are," "how they see themselves," and "where they see themselves going" will hopefully mold an institutional niche which can fruitfully and productively interface with other organizations, agencies, and institutions making up the loose confederation known as professional education.

The organization, format, and flow of this Report is fairly conventional with attempts and concerted efforts to develop an approach that appears as non-technical as possible. In the section labeled "Background and Perspective," the rationale and need for such a study, teacher center intents and activities, and the differences between federally and non-federally funded centers have been discussed. The section entitled "Review of Related Literature" is the conventional summary, analysis, and synthesis of prior writings and documents related to the topics of this investigation. The section dubbed "Design and Methodology" lays out a hopefully clear and non-technical explanation of the investigated variables and the related research questions, a description of the involved respondents, the instrument used to collect the data or information and its validation procedures, and the techniques used to interpret and analyze the responses of the knowledgeable professionals. The three sections identified as "Findings on Role Expectations," "Findings on Functional Attributes," and "Findings on Institutional Payoffs" display the results in table format and provide a discussion of the findings in "highlight" fashion. The section with the descriptor "Further Discussion and Commentary" identifies the perceived limitations and shortcomings of the study from conceptual, research

design, and statistical perspectives along with additional analyses and discussion of the findings with respect to role expectations, functional attributes, and institutional payoffs. And finally, the section labeled "Where to Next" is an extensive set of suggestions, recommendations, and implications elaborated upon in proposal format and approached conceptually from a policy analysis context and framework. Specific directions and methodologies for local and state levels have been suggested for an in-depth analysis of deemed-appropriate-roles-functions-payoffs by given teacher center decision makers and/or stakeholders with an emphasis on "futures approaches" and institutionalization.

Acknowledgements:

Seldom is an effort of this nature and magnitude successful without the help and encouragement from many people. The completion of this research project would have not been possible without the generous assistance of numerous individuals. A sincere and special note of gratitude is extended to Ben Henry (on leave of absence from the Murdock Teacher Center - Wichita, Kansas) who served as a dedicated doctoral level graduate assistant for the research project, as one with an extensive background in teacher centering, and as a constant "sounding board."

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BACKGROUND AND PERSPECTIVE

During the past ten years the teacher center movement has grown at a rapid pace. The enactment of Public Law 94-482 has added considerable impetus to the movement by providing federal grants to school systems for planning and establishing new centers. The intent of Congress has been clearly to give teachers maximum control over the operation of the teacher centers by ensuring them the majority of positions on a policy board which is to make decisions regarding the center's function and governance.

The stated purpose of the new legislation is to meet the needs of teachers in their local districts with respect to their designing and developing curricular materials, designing and conducting inservice training programs based on their stated needs, and using the results of recent educational research to meet immediate needs in their classrooms.

Teacher Center Intents and Activities

While the purposes and functions of teacher centers are as many and varied as the centers themselves, there are certain attributes that most have in common. They are usually professionally staffed by a center director and a limited number of teaching specialists who provide inservice programs for local teachers based upon the expressed needs of the teachers themselves. Centers generally provide learning experiences for teachers based on very practical applications of theoretical constructs, often taught by the teachers themselves. Programs are fairly evenly divided between instruction (usually more informal than typical campus instruction) and construction activities. A common component of teacher centers is a "make-it-and-take-it" area where teachers can go to make learning devices, games, cardboard-carpentry items, and do laminating of classroom materials. Centers often stock large quantities of the items teachers find difficult to obtain through local school-building budgets. These items are either provided free or at minimal cost to teachers and others using the centers. Instructional programs are usually based on identified teacher needs and district goals. Programs are often prepared and presented by nearby university and college faculty members with whom working relationships have been worked-out on an individual or institutional basis.

The clientele are usually inservice teachers, however it is common to find programs designed to meet the needs of preservice teachers, paraprofessionals, substitute teachers, supervisors, administrators, community groups, and parents. It is rare to find programs directly for students; however, it is common to find students involved individually helping around the centers with various tasks on a limited basis. Students are the ultimate target since it is generally accepted that they are the reason educational institutions of any sort exist, and it is for them that teachers wish to sharpen their skills and expand their content or subject matter background.

Governance of a given center varies depending upon the major source of funding. In the case of the federally funded centers (PL 94-482) a policy board exists of which 51% must be classroom teachers charged with the responsibility of determining the direction the center should take. In non-federally funded centers the amount of teacher involvement in policy may be more or less, depending upon the funding source, the reasons

for the center's existence, and the part of the district superstructure to which it is attached. It is not unusual to find teacher centers under the umbrella of a school system's curriculum or inservice division. Some centers function as a component of the district's staff development effort, or they may be designed to enhance a specific part of the curriculum such as math centers, language labs, science academies or possess some other specific orientation.

An emerging organizational structure of teacher centers may be that of the consortium type in which several school systems join together in a common effort to provide a place for teachers from their respective schools to develop curriculum supportive devices and training experiences. Each district in the consortium pays a part of the expense of staffing and maintaining the center. Some partnerships exist, particularly between school districts and universities or colleges. The largest and most common form of organization is the autonomous center located in a single district and serving the needs of local teachers.

Teacher centers are also beginning to emerge as vehicles for integrating preservice and inservice teacher training. With the support of federal monies more school system involvement is likely to occur. Institutions of higher education have used teacher centers as vehicles to facilitate field experiences for preservice training supplements; as sites for program validation, educational research, and instructional improvement; and instructional materials development. Personnel within the institution of higher education have also visualized the centers as research and development sites; as preservice and inservice training locations; as experimental laboratories; and as avenues for more meaningful involvement with practicing teachers.

Federally vs Non-Federally Funded Centers

Governance is probably the area where the greatest differences among centers exist. Federally funded centers are governed by policy boards made up of at least 51% teachers and usually chaired by a teacher, whereas non-federally funded centers are usually controlled by the school system's administrators. The policy boards of federally-funded centers are representative of the teacher-users in a given district and usually reflect the varying constituencies. Teachers' local professional organizations may or may not play an important role in either center-types' operation; this usually depends on the influence and power-base of the local association and/or union. State education departments usually have little or no involvement with non-federally funded centers in contrast to their very often active involvement with federally funded centers. With respect federally funded centers, the school system's administrative stance is usually one of cautious optimism, being grateful for the opportunity to get staff development programs off the ground, whereas there is likely to be a close working relationship with the school system's administration in non-federally funded centers.

In terms of the center's operational program, federally funded centers usually operate from a well defined needs assessment, clearly stated objectives and recognized evaluation designs (all required for funding) in comparison to non-federally funded centers where these same program elements run the gamut from being non-existent to less sophisticated to being

comparable. There appears to be a greater emphasis on activities of the construction variety in non-federal centers whereas in the counterparts adequate external funding brings about diversity and greater levels of sophistication of program offerings. Non-federal centers also might service specific areas of the school system's curriculum over given periods of time. Non-federal centers often have problems associated with insufficient funding because school system budgets are too lean to afford extensive staff development efforts; this situation usually leads to a reliance upon professional school-based volunteers or to collaborative relationships with institutions of higher education.

Rationale and Need for the Study

Locally developed inservice programs are becoming increasingly popular for the professional development of teachers. According to Baden (1980), there are two reasons for increased inservice activity at the local school system level. First, the old practice of infusing new ideas and innovations each year by the hiring of twenty to thirty percent new teachers with the latest methodologies and concepts has ceased. Both declining student enrollment and resultant budget cuts, plus reduced teacher turnover have curtailed this potential source of freshness and innovation. Secondly, graduate education has long been a source of new ideas and current trends being introduced into the classroom. However, presently most teachers have obtained what they regard as a terminal degree; hence, they do not return to the campus for new ideas and methodological innovations. Baden (1980, p. 4) further asserted, "If change in teacher behavior is to be sought in schools today, the most common form of stimulation will be onsite inservice activities." To promote this type of inservice activity, the federal government has been appropriating external funds for projects such as teacher corps, teacher centers, handicapped mainstreaming projects, and the dissemination of innovative projects.

According to Rubin (1975), the best possible undergraduate preservice education cannot serve professional educators adequately for more than five to seven years in this age of rapidly changing and expanding knowledge. As soon as teachers begin their careers, they embark upon a journey toward obsolescence. Somehow, teachers must keep up with the new knowledge and technology in their areas of specialization. Only a portion of a teacher's preservice education can be adequately relevant to the actual classroom experience and have continuing influence on the particular program of instruction. Curricula are constantly changing whereby making many preservice programs quickly outdated. Research is constantly adding to the knowledge base for teaching methodologies, learning strategies and problem solving techniques.

The sudden emergence of teacher centers was no accident of timing but rather the outgrowth of several concerns and pressures which had been building in the profession since the mid 1960's. The pace of change in all aspects of life was increasing rapidly, and along with it came a new barrage of demands on schools and teachers. It is rather evident that teaching is far more difficult and complex than it had been before. The knowledge base from research and experience coupled with refined procedural techniques for the improvement of teacher education increased enormously. At the same time a

30 year period of teacher shortages and nearly 25 years of increasing enrollments in schools came to an end. The teacher shortage turned into a surplus and the pupil population started to decline. The result was that there were fewer new teachers entering the profession and the average length of service of teachers increased. Teachers realized the need for programs to update their skills and knowledge but felt strongly that existing inservice programs and practices offered them by school districts and universities had been provided largely by "doing to" school personnel, and had not "done for them" or "by them." (Andrews, 1980).

Hermanowicz (1978) in his presidential address before the annual meeting of the American Association of Colleges for Teacher Education remarked that inservice education of teachers in the United States has been called a national disaster area with a lack of design and coordination, an unclear direction, and lack of any degree of universality. Edelfelt and Lawrence (1975) also noted that there has not been a broad scheme of inservice education with a clear concept of purpose, any genuine commitment, or any assumed responsibility for achieving agreed-upon goals. Before teacher centers will be able to function in the intended capacity of providing relevant and meaningful inservice training experiences for teachers, the various role incumbents will have to arrive at some consensus as to what the role expectations, functional attributes, and institutional payoffs of centers ought to be. It is not known under what conditions these centers will be willing and/or able to function with regard to the betterment of inservice educational programs. Unless these functions and conditions are determined under which success is likely, the sought after teacher involvement may fail to occur with teacher centers becoming ineffective.

Local educational agencies are beginning to emerge as vehicles for integrating preservice and inservice training, and with the support of federal money more will continue to appear on the educational scene. Although there is a high degree of consensus that teacher centering and/or inservice education is a rapidly growing phenomenon, there has been little significant research in the area. The existing research consists of a handful of national surveys made during the first decade of centering which (Devaney, 1975b; Lance and Krietzman, 1977) were not designed to answer questions concerning the essential role expectations, functional attributes, or institutional payoffs of centering. A flurry of occassional papers, evaluation reports, and position statements appeared in the mid-1970's. Fifty-two articles of methodological and historical orientations appeared in the literature in 1974-75, none of which directly concern themselves with the roles expectations, functional attributes, or institutional payoffs of teacher centers. The most comprehensive study of national teacher centering was conducted by the Syracuse Project for the Study of Teacher Centers (Yarger and Leonard, 1974) and it had little to say about how centers might be functioning or are functioning in the inservice education arena. The phenomenon is simply too new to have generated a substantial data base.

REVIEW OF RELATED LITERATURE

The literature on teacher centers is as diverse as the centers themselves. It is interwoven, inextricably in some cases, with the literature on inservice education, which is itself as voluminous and as haphazard as the program it describes. The *Educational Resources Information Center* (ERIC System) contains over 1,500 articles on the subject of inservice education. The *Current Index of Journals in Education* (CIJE) and the *Educational Index* include references to many hundreds more. The concept of teacher centers did not generate enough printed material prior to 1971 to justify a separate subject heading in the ERIC thesaurus of descriptors. At present there are over 500 pieces of material in the ERIC System and the CIJE index that concern teacher centers, the bulk of which was generated in the mid-1970's. The surge of materials between 1974 and 1976 increased the volume of materials more than eightfold from what it had been in the early 1970's. This upsurge coincides directly with the entry of the federal legislation in support of teacher centers. Following the tidal wave of materials in the mid-1970's, the flow ebbed considerably in 1976 only to emerge again in 1977 and 1978 as thoughts about teacher centers began to be reorganized and reshaped. Evaluation reports, position papers, minor research studies, and program descriptions began to appear as the roles of the various center incumbents began to be clarified. The overall quality of the literature suffers from its generality. This fact may carry some parlous connotations for the future of the movement as noted by Joyce and Weil:

> If we are not careful, we kill a worthwhile idea in the discourse of the political world before we have the chance to work out its details in the practical world. It dies, as it were, before its referents are born..."Teacher Center" is such a concept. It is an idea with such obvious attractiveness and power as to seem almost fully developed, although its real-world referents are few and partial. Except perhaps for those planners who have tried to implement the concept, we tend to speak, or feel we should speak, of teacher centers as if they had precise operational meaning--as if the completed blueprints and technology were available for the building of this uniquely new institution. Teacher centers are both advocated and condemned through ascribed definitions without examples. Lest we risk losing a valuable idea in the whirl of political and entrepreneurial activities, we need to acknowledge that both the blueprints and the technology of teacher centers are in the emergent state; that the teacher center concept is not totally new and unique in the history of preservice and inservice education; and, finally, that "teacher center" is a multidimensional construct for which there is no one definition but only emphases and preferences.
>
> (Joyce and Weil, 1973, p. 2)

Origins of Teacher Centers

It is beyond the scope of this Report to investigate the entire history of inservice education for as noted by Collins and Bailey (1972, p. 2) "in-

service education of teachers has existed almost as long as public education." A brief examination of the history of inservice education in the United States is in order to help gain an historical perspective of the teacher center movement. Yarger and Leonard (1974, pp. 3-4) have suggested that the original directors of inservice education were the town fathers who, "took pains to advise and direct the teacher regarding the values to be inculcated in the town children."

A complex series of events have interacted to produce what we know of today as teacher centers. Some of these events were the results of the social and political conditions in the United States, and some can be traced to educational issues in other countries that have led to the establishment of centers that are the precursors of our own. Yarger and Leonard (1974), as well as Asher (1967), noted that one of the first forms of inservice education in the United States began to appear around the mid-nineteenth century in the form of institutes designed to renew and drill teachers in elementary subjects. Richey (1957, p. 36) also reported that, at the time few, if any teachers had diplomas and rudimentary programs such that these institutes were necessitated by the "tremendous but largely unfulfilled need for even modestly educated and professionally trained teachers." According to Yarger and Leonard (1974, p. 4) these institutes "hung-on" for almost 100 years even though, "they were not keeping up with the needs and many teachers found them boring and repetitive." By the third quarter of the nineteenth century, newer approaches to inservice education were beginning to appear.

Asher (1967) called attention to one of the newer approaches to teacher training that appeared in 1880: "Teacher's Reading Circles." Another of the newer approaches were extension courses that began to surface to meet needs not being met by the increasingly irrelevant institutes. The "Reading Circles," however, may have been a more direct ancestor of the teacher centers since they often convened in private homes, public libraries, or at other meeting places considered suitable for teachers in the nineteenth century. The "Reading Circles" were designed to motivate teachers to continue their own education through the reading and discussion of 'books of literary merit' with colleagues.

About the same time the university and normal school sponsored summer schools and more of a variety extension courses began to appear. These were more formal and provided teachers with a more cosmopolitan view of the educational concerns of the day and also provided them with college credit. This was deemed as a major thrust of inservice education in the early 1900's since so few teachers had diplomas. However, as pointed out by Tyler (1971, p. 10) little was done during this period to help teachers meet specific classroom related instructional problems, a practice that continued well past the turn of the century. Andrews' (1980, p. 10) assessment of the situation was that a few private colleges, normal schools, teachers colleges and some universities had college-controlled campus schools as laboratories for practice. A few of these were set up with agreements with school districts by special arrangements with certain schools but, "the resulting experiences and relationships ranged all the way from excellent to horrible."

According to Yarger and Leonard (1974) the major movement in inservice education from 1900 to 1930 was toward filling gaps in college degree requirements for teachers. They also pointed out that the drastic economic conditions of the 1930's brought changes in the focus of educational standards as well. Students stayed in school as long as possible because there

were few job opportunities, even in spite of the fact that the college curriculum was not adequately vocationally relevant. The concentration was on quantitative rather than qualitative teacher education, and again very little emphasis was being given to help teachers with specific classroom related problems.

A major step toward college-university and public school collaboration in curriculum development came about as a result of the well-known "Eight Year Study" conducted by the Progressive Education Association in the 1930's. Tanner and Tanner (1975, p. 319) referred to this as, "the most important and comprehensive curriculum experiment ever carried on in the United States." Yarger and Leonard called attention to the teacher centered relatedness of the "Eight Year Study":

> ...which brought together teachers and curriculum specialists to develop instructional units, resource guides, and curriculum evaluation devices intended for use by schools across the nation...the workshop idea and the lessons it taught regarding constructive involvement of teachers in attacking real educational problems was an important step in the development of the inservice concept.
>
> (Yarger and Leonard, 1974. p. 6)

Of further significance for teacher centers is the fact that of the thirty schools selected by the Committee for participation in the "Eight Year Study" was that all of them participated in the use of consultant services, inservice training programs designed in collaboration with university, public and private schools, and community agencies. A further connection with the teacher center movement is found in the fact that Tyler's discrepency evaluation model, or parts of it, can be found in many teacher centers today. The "Eight Year Study" is also still alive and well in the literature, particularly among advocates of "open classrooms" such as Sobel and Tejirian (1973). Many teacher centers have as a major component of their program ways to help classroom teachers move toward more "open" classrooms (Yarger and Mertens, 1980).

World War II took national attention away from the concerns of education and the years following brought significant changes in the way education was viewed by all Americans. As Andrews (1980, p. 10) noted, enrollments of prospective teachers doubled and continued to rise throughout the 1950's and 1960's. The existing campus schools could not accommodate such large numbers of preservice teachers and a mass movement to the public schools as laboratories and student teaching sites took place; "the mere struggle to place all the students somewhere, anywhere, completely overshadowed the plans and efforts to develop high quality teacher education laboratories in the public schools." Tanner and Tanner indicated that:

> In the late 1940's, although teachers were still expected to improve the curriculum, the approach to helping them changed. Curriculum improvement was now viewed as a process of changing people (teachers) rather than a process of changing what should be taught and how it should be taught...During the group process movement, the process often became the goal with the inevitable result that teachers were left on

> their own to improve the curriculum...One seemingly obvious lesson from the past is that curriculum development cannot be self-taught; that is, it is unrealistic and unfair to expect teachers to train themselves in the skills of curriculum development.
>
> (Tanner and Tanner, 1975 p. 595)

Along with the launching of Sputnik by the Russians came heavy public criticism of education both here and in England. In both countries this criticism and the resultant responses had a direct bearing on the development of teacher centers. Husen (1971, p. 79) characterized the United States as having suffered from a "Sputnik psychosis and a spell of masochism." Husen was responding to a barrage of articles critical of American education including those of Bestor (1956) Rickover (1959, 1963), Hofstadter (1963), Patt (1973), and Russell (1965) to mention a few. The result was the development of national curriculum projects for school science and math, and later English and social studies. These projects tended to be centered at large universities across the nation and did not involve the classroom teacher to any great extent in the development of the programs. The projects were discipline centered and had the effect of delivering severe blows to interdisciplinary curriculum approaches. Yarger and Leonard (1974, p. 7) described the inservice teacher training as being "designed to assist teachers in developing attitudes, skills, and understandings necessary to implement these packaged programs." The direction being taken by inservice education was to tailor the teachers to fit the new curricula.

Teacher centers can find early prototypes in other countries. Yarger and Leonard (1974, p. 3) found the centers outside the United States to have more of a uniform development and a straight-forward historical background which lends them a consistency of definition not present in centers in the United States; "in fact, when educators in each of these countries (England, The Netherlands, France, and Japan) talk to each other about centers, though they may use a different term than we do, they know what each other is talking about." Joyce and Weil (1973) have referred to four events in recent English history that have resulted in pointing out the need for inservice training for teachers which may or may not have a direct bearing on the fact that there are over 600 teacher centers in England today. These events were the report of the "Schools Council" citing the need for several reforms in teacher training; the "Plowden Report" which pointed out the need for teacher renewal and updating of skills; the "James Report" which recommended extended and rigorous training for teachers and improved organizations and administration of licensing teachers. Other studies (Yarger and Leonard, 1974; Leonard, 1974) have cited the "Nuffield Curricula" in math and science which were a series of projects funded by the Nuffield Foundation to produce new programs to meet the challenge from the East following Sputnik. The inference here was that the new curricula produced such frustration on the part of the teacher that they sought each other out to help solve mutual problems resulting eventually in regular sessions that evolved eventually into teacher centers. Given the number of American teachers who tour Great Britian during a given year, it is fairly safe to assume that the British model has had an impact on the development of teacher centers in the United States. Most of the British centers appear to represent the corporate style of operation (Joyce and Weil, 1973) exhibiting a wide range of workshops and courses while maintaining an informal style which might include weekends at old mansions with much manipulation of and "hands-on" learning materials. Silberman's (1970) clasic work,

Crisis in the Classroom, helped to popularize the British approaches to education and teacher training and became the manifesto around which much political pressure was generated by United States' parent and teacher organizations. Nicholson, Joyce, Parker and Waterman, (1976, p. 34) also credited England's "James Report" as providing many of the ideological underpinnings for the teacher center movement in the United States. Kemble (1978) acknowledged that the curriculum development function was really the basis for establishment of many of the earliest British teacher centers. They also served as teacher revitalization centers, and were used to attract teachers to seek employment in difficult urban positions in London by supporting them once they got there.

Teacher centers in Japan appear to have evolved from "study circles" in which teachers gather informally, voluntarily, temporarily, and without official recognition to improve their teaching skills. Members of the "study circles" eventually prevailed upon education officials to provide them with centers where inservice educational programs could be pursued in greater detail and with a concentration of resources. De Vault compared Japanese and British centers and found the greatest difference to be in the buildings that house the centers:

> In England and the United States we find few buildings which have been specifically designed to serve this function. Parallel to the special building committed to teacher education in Japan is the substantial annual budget provided for maintenance and operation of the Japanese Centers. Substantial agreement exists regarding program content, although the Japanese tend to put more emphasis on research and in-service education, especially in science.
>
> (deVault, 1974, p. 39)

In the Netherlands teacher centers grew out of attempts to combine the resources of various educational factions (Catholic, Protestant, and State) by forming a "Pedagogic Institute" with regional and local centers supported by national funds. Such is also the case in France, Italy, and Australia to some degree. Italian centers mirrored the typical United States continuing education buildings. In addition to classrooms, they include overnight accommodations, resturants, bars, and other kinds of special facilities. When the Austrailian government granted funds to centers, it was required that a permanent building be sought to conduct inservice programs.

National involvement in teacher centers in the United States is less clearly delineated. Yarger and Leonard (1974) found that the centers in other countries have more of a uniform development and a straight-forward historical background which lends them a consistency of definition not present in centers in the United States. A complex series of events, here and abroad, have interacted to produce what we know of today in the United States as teacher centers. Perhaps the most compelling reason for the emergence of teacher centers is centered in the very nature of education in the United States. As Andrews reported:

> ...in the U.S. the public schools are in an entirely separate

> line of authority from either public or privately supported colleges, as well as from private schools. Teacher education curricula are operated and controlled essentially by college and universities, but the laboratories for practice are in public and private schools. Bridging this dichotomy effectively has been a constant dilemma throughout all formal teacher education in this country.
>
> (Andrews, 1980, p. 10)

A major issue in the United States seems to be one of collaborative rule by a variety of agencies with a host of role expectations all of whom share responsibility for inservice teacher education. The literature dealing specifically with the problems of collaboration among entities is probably limited to two major publications: *Governance by Consortium* (Hansen, 1974) and *Rethinking In-Service Education* (Edelfelt and Johnson, 1975). The most extensive collection of position papers to date on the subject of collaboration is *Report IV of the Inservice Teacher Education Concepts Project (ISTE): Creative Authority and Collaboration* (Joyce, 1977). The ISTE reports are a series of monographs conceptualizing an extensive study of inservice education sponsored by the National Center for Education Statistics and the National Teacher Corps Program (USOE) and administered by various Teacher Corps Recruitment and Technical Resource Centers. *ISTE Report III: The Literature on Inservice Teacher Education: An Analytic Review* (Nicholson and Joyce, 197?, pp. 33-56) is quite helpful and pertinent to the study of teacher centers, particularly the section, "Collaborative Arrangements."

On the subject of United States teacher centers, most of the literature is in the form of descriptive reports on individual projects. Three reports stand out as being of particular importance: Yarger and Leonard (1974), deVault (1974), and Joyce and Weil (1973). The Yarger and Leonard study was an attempt to do an empirical survey of all existing programs that might be construed as a teacher center throughout the United States. Joyce and Weil's work attempted to delineate the different "styles" of centers and offers several examples of each. DeVault's work described the international nature of centering and attempted to establish a typology of a dozen or so teacher centers. The most recent piece of pertinent literature descriptive of federally funded teacher centers is *A Content Analysis of the First Teacher Centers Program Proposals* (Yarger and Mertens, 1980) which pulls together a collection of cross-sectional views regarding needs, priorities, resources, and strategies local districts have regarding teacher centers. Other major collections of teacher center literature can be found in the *Journal of Teacher Education* (Spring, 1974) and the more recent journal of the Association of Teacher Educators: *Action in Teacher Education* (Spring, 1980). The Far West Laboratory for Educational Research and Development has published several monographs about teacher centers including *Exploring Teacher Centers* (Devaney, 1975a), *Feasibility Study for a National Information and Resource Sharing Agency Among Teachers' Centers: Final Report* (Devaney, 1975b), *Surveying Teachers' Centers--From Grassroots Beginnings to Federal Support* (Devaney, 1977), and *Building A Teacher Center* (Devaney, 1979). Another informative collection of papers focusing on United States' teacher centers has been *Teacher Centers: What Place in Education?* (Feiman, 1978), which contains papers commissioned by the Ford Foundation for the "Seminar on Teacher Centers" held at the University of Chicago during 1977.

Launching Federally-Funded Teacher Centers

Teacher's professional associations responded to their needs by pressuring for the enactment of Public Law 94-482 which would provide local school districts with federal funding for the establishment of teacher centers. In 1967 this legislation was passed. It proved to be one of the strongest forces for the development and expansion of the teacher centering concept. A key provision in the legislation provided "regular classroom teachers" with a majority of the positions on the policy boards which governed the centers. To qualify for funding the programs in the centers had to be based on the stated needs of the teachers in the local districts. Provisions were to be made for teachers to "develop curriculum" to better meet their immediate classroom needs. The obvious intent of the legislation was to place the control of inservice educational experiences directly in the hands of the teachers. Universities, colleges, and state departments of education along with other institutions and agencies providing inservice educational experiences for teachers found it necessary to rethink their roles and functions in view of the "new kid on the block."

Schmieder (1977) had listed a number of support sources prior to the enactment of the Teacher Center legislation, (PL 94-482), all of which have supported projects which helped lay the ground work for the teacher center program such as Title III of the Elementary and Secondary Act (ESEA); Titles III and XI of the National Defense Act (NDEA); National Teacher Corps Program; Fund for the Improvement of Post-Secondary Education (FIPSE); Teacher Education and Local Problem Solving Divisions of the National Institute of Education; Institutes Program of the National Science Foundation; and the Aesthetic Education Centers supported by the National Endowment for the Arts. This list would be considerably longer if all programs involved in the development of curriculum materials and related activities were included.

The main roots of the teacher center development was traced by Schmieder (1977) back to 1966 with the establishment at that time of the NDEA "National Institute for Advanced Study in Teaching Disadvantaged Youth" which was administered by the American Association of Colleges for Teacher Education. Two years of study and research resulted in the publication of *Teachers for the Real World* (Smith, Cohen, and Arthur, 1969); the principal recommendation of which was that a national network of training complexes be developed that would implement changes in teacher education to make it more responsive to the social, cultural and technological demands of the time. An "Ad Hoc National Advisory Committee on Training Complexes" was formed to discuss and review the idea of training complexes before launching pilot programs. After studying teacher centers in England and Japan and arriving at a conceptualization of what the centers should entail, four functional pilot programs were started followed shortly thereafter by three "structural" pilot programs. The best chronicle of their activities was the *Teacher Center Newsletter* published by the Stony Brook (NY) Center. In November 1970, the Office of Education established "Task Force '72" to study the training complexes. Their report was "highly enthusiastic and recommended several modifications in the programs" (Schmieder 1977, p. 7), and identified a number of problem areas that became important to the teacher center advocates later on, such as: no planning for continued renewal of teachers, poor working relationships between school-community-university, a need for more relevant training settings, little agreement on what constitutes good teaching, a lack of parity among participant groups, a lack of research foundations for programs, and a lack of feedback and adjustment systems in training programs.

Schmieder (1977) outlined the second phase of the development of teacher centers by describing the projects funded during this phase. They included Appalachian State University (Boone, North Carolina), Louisville Public Schools, (Louisville, Kentucky), Portland State University, (Portland, Oregon), and Cleveland Public Schools, (Cleveland, Ohio). These agencies were given money to cultivate and further explore the idea of teacher centers in their service areas. Although funds were insufficient ($15,000 per annum per center), several prototypes of the present-day teacher centers were started, some of which still exist today. Teacher representation was required on all governance bodies and several projects were started to increase teacher involvement in the planning, operation, and evaluation of teacher centers. The National Education Association with funds from the Washington State Department of Education sponsored one of these projects resulting in two major publications: *Teacher Designed Reform in Education* (Edelfelt, 1972) and *Teacher Designed Reform in Inservice Education* (Edelfelt, 1977).

The third phase in teacher center development described by Schmieder, (1977) was the "Educational Renewal" process; the critical element of which was to be the teacher center which would function under the aegis of the "Educational Renewal Site Council," but would be a separate organization. Management teams were selected; state resource and development assistance teams were established; residence center staff persons were identified and given some training; supplemental persons with expertise in human relations and other professionals from universities and colleges were made available; and a curriculum resource center was established. Six task forces were established to examine and critique the educational renewal programs and to advise on how the Office of Education could be more effective in their efforts. *Organization for Reform* (Denemark and Joost, 1974) became a landmark publication and laid the groundwork for the new Teacher Center Program. The "Educational Renewal Program" was aborted in the middle of the Task Force's life span causing a five year delay in the new Teacher Center Program, a result of a complex series of politically-oriented events.

About the same time as the "Educational Renewal Program" plans were being formulated, the National Teacher Center Pilot Program and the National Teacher Center Project were being started by the National Center for the Improvement of Educational Systems (NCIES). The new pilot program encouraged the collaboration of state, local, and university related agencies to work together to establish a comprehensive teacher-training capacity that would be more responsive to public school needs. Four sites were selected: Bay Area Learning Center in Northern California; the Rhode Island Teacher Center in Providence; the Texas Center for the Improvement of Education Systems in Austin; and the Center for Educational Advancement in Washington, D.C. These centers were to serve to test out the validity of four approaches to significant problems in teacher preparation; to deliver validated practices and processes; to improve the quality and delivery of inservice education; to promote better needs assessment and priority assignment in local education; and to test the potential of teacher centers as facilitating collaboration among all major educational constituencies and institutions concerned with staff development. Four pilot programs were developed with totally individual images: the National Teacher Center Project (Syracuse University), the Leadership Training Institute for Educational Personnel Development (University of South Florida), the Texas Teacher Center Project (Austin, Texas), the Rhode Island Teacher Center Project (Providence, Rhode Island), and the Bay Area Learning Center (Oakland, California).

With some experience in teacher centering and with the urging and support of major studies such as the Rand Corporation's, *Federal Programs Supporting Educational Change*, coupled with strong lobbying from the American Federation of Teachers and the National Education Association, the Teacher Center Bill was passed by Congress in October of 1976 as a part of the Education Amendments of 1976. Congress authorized up to $67.5 million in federal funds for centers to be run by policy boards composed mainly of teachers. Most centers would be funded through local educational agencies or school systems, though up to ten percent of appropriated funds could go to institutions of higher education. The bill was not greeted warmly in all quarters. The colleges and universities were wary of it (Kemble, 1978), as were many of the centers that had been funded by foundations and the Office of Education who feared their centers would have to be turned over to teachers in order to get the new funds. The concern resulted in a Ford Foundation sponsored conference at the University of Chicago in June of 1977. Rather than figuring out how to adapt to the new bill, most of the participants decided to "write the whole thing off" their slates of interests. Position statements prepared for inclusion in "The Commissioners Report on Education Professions of 1976-77" pointed out the firm support of the legislation by the American Federation of Teachers and the National Education Association, and the reluctance of the American Association for Colleges of Teacher Education to support the program citing "disparities between its own philosophies and the authorizing legislation.

During the Spring of 1978, the U.S. Office of Education received over 400 applications for teacher center projects with only 61 funded. A description and analysis of these proposals was done by Yarger and Mertens (1980). This study provided insights about the nature and variety of teacher centers proposed and about how some were selected for funding over others; fifty-three of the projects were operational projects, 8 were planning grants, and 6 were awarded to institutions of higher education. The projects were funded for three years, subject to the availability of future funding. State educational agencies were to approve all proposals prior to their submission to USOE. The federal-level evaluative criteria were that the policy board most have responsibility for supervision of the project; that a current needs assessment be conducted; and that project objectives were based on those needs as identified; and that the proposed project should show promise of increasing the effectiveness of teachers served in terms of the learning needs of their students.

Getting a Handle-On and Putting It Together

The teacher center movement has been a test, not only of the ability of teachers to direct their professional lives, to improve their own practice, and to achieve full professional status, but:

> Concurrently, it is a test of the capacity of teacher organizations to authenticate their conviction that they are the proper voice and funnel for the articulated professional concerns of teachers...However, one cannot realistically expect that Teacher Centers can test their capacity...while functioning "under the gun" as the temporary wards of federal investment...projects, in order to survive, must prove their effectiveness within a relatively short period of time is much like pruning a fruit tree with the blossoms still on it... centers might be unable to realize their potential unless they earn

a place within the LEA, SED, or IHE inservice structure by rapidly becoming a necessary element to the success of teacher training efforts.

(Leiter and Cooper, 1980, pp. 50-51)

Purpose, role, and function are central and foundational to all other issues relating to the development of teacher centers. For that reason, the bulk of the writing, particularly in the early period, dealt in some way with purpose. Works by Joyce and Weil (1973), Collins (1974), Drummond (1974), and Crosby (1974), and more recent contributions by Yarger and Schmieder (1977) and Sykes (1980) have been representative of the literature dealing with purposes of teacher centers. Joyce and Weil (1973) itemized the following as purposes of teacher centers, and while not all-inclusive, do fairly represent the literature of the early period. The purposes they elaborated upon were to establish training complexes which function as joint organizations of all educational institutions concerned with inservice education and the preparation of teachers, to serve as clinical laboratories, to bring about positive change for the betterment of the culturally disadvantaged, to renew teachers, to increase teacher competencies along predetermined lines according to peers and supervisors, to bring inservice training in line with the actual functions of a teacher, to encourage collaboration on the part of various educational agencies, to develop collaborative evaluation structures, to achieve parity in the governance of teacher education, and to improve cooperative activities among teachers. Collins (1974) analyzed purpose and function relative to a needs continuum with institutional needs on one end and personal needs on the other with the actual purposes of centers rooted in the particular needs of each. He pointed out that institutional needs and personal needs are not mutually exclusive and frequently overlap. Institutional needs are determined by the particular school system, university, professional organization, and community being served. Personal needs of teachers, parents, college instructors, student teachers, and paraprofessionals will also vary greatly creating a complex set of purposes as viewed by different orientations. Edelfelt, Drummond, Sharpe, and Williams (1972) related purpose to the particular type of inservice model being employed which they described as being a "Provision of Services Model," a "Job Maintenance Model," a "Personal Development Model," and a "Problem-Solving Model" which included outside linkages, situational learning, and problem management. Crosby (1974) indicated that the single purpose is to place the control of program determination in the hands of the teachers. In an analysis of the teacher center movement based on a national survey, Schmieder and Yarger (1974) listed purposes as an enhancement of skills for teaching children, an enhancement of skills for curriculum and materials development, and an enhancement of other professional areas such as self-improvement, certification, labor negotiation, human relations, and recreational or social needs. They classified the three principal generic functions of centers in the study to be teacher education, educational renewal, and educational R&D activities in which the center is a dissemination and diffusion system for research and development. Yarger and Schmieder (1977) were also able to classify teacher centers into seven organizational types each with a slightly different purpose: the "Independent Teacher Center" whose purpose it is to deal with the teacher in a flexible manner; the "Almost Independent Teacher Center" linked informally to another educational institution but with a high degree of autonomy; the "Professional Organization Teacher Center" having been created as a result of the collective bargaining process and often having

specific subject orientation; the "Free Partnership Teacher Center" often serving the needs of local educational systems and institutions of higher education with both members entering the relationship freely; the "Free Consortium Teacher Center" having more complex organizational structures and serving the purposes of a large and diverse group; and, the "Legislative/Political Consortium Teacher Center" either prescribed by legislation or political influence forcing the educational constituencies to join in consortium. And lastly, Sykes (1980) viewed the purposes of teacher centers as dependent upon what problems they were envisioned as being established to help solve. Cited as current problems with special relevance for teacher centers were: the lag between educational technology and the application of that knowledge to educational problems; the lag between social change and education's response to that change; the problems inherent in establishing teaching as a profession; the need for meaningful personal growth experiences for teachers; and the need for teacher involvement in planning and decision-making regarding school improvement.

It is difficult to separate specific orientations from purposes as the two concepts are intertwined. Purposes are, however, more akin to the reasons for establishing centers and orientations speak to the direction centers take to solve or help alleviate those problems. Using Sykes (1980, pp. 25-30) list of problems makes the case quite well; an application of the problem of a lag between educational technology and practice would lead to an orientation toward basic teaching skill development. Meeting the gap between social change and education's response to that change would require an orientation toward teaching teachers new content, new attitudes, beliefs and values, and stress issues of mainstreaming, bi-lingual education, working with the handicapped and so on. Dealing with the problems of professionalism would involve programs to attract and keep quality people in the profession and move those who are not out of the profession, diagnostic-prescriptive approaches to training, and involvement in tenure control. An orientation toward growth within the context of personal revitalization would stress a commitment to increase teacher autonomy, self understanding and analysis, opportunities to exchange social and craft information, and involvement. Orientation toward involving teachers more actively in school improvement would bring teacher centers to stress increasing teacher *esprit de corps*, and improving coordination within the school between and among the many separate claims to the school program from outside state and federal programs making the teacher center an integral part of the collective actions within the schools. Joyce and Weil listed three general objectives around which most of the early teacher centers were designed:

1. They serve the felt needs of the teacher, providing a place where he can improve himself on his own terms;

2. They serve a school improvement thrust, helping teachers acquire the competency needed to implement new curricula or improve existing ones; and

3. They are designed to increase teacher competency along predetermined lines or in response to diagnosis by his peers or supervisors.

(Joyce and Weil, 1973, p. 5)

Collins (1974) called attention to the orientation of centers as dependent upon the place on a continuum between institutional needs and personal needs that the efforts of the centers are placed. Some centers are oriented toward teacher preservice training, and others with exclusive interest in the needs of the inservice teacher. Others may be oriented to the special needs of teachers, administrators, supervisors, or student teachers. Still others may be oriented toward specific advocacy of a particular educational philosophy or thrust, or the emphasis may be on the development and dissemination of new ideas and materials. It is clear from the literature that a center's orientation is closely related to the interests of the particular institutions and individuals who sponsor and operate them, and that there is no such thing as a generic teacher center.

Collins (1974) reported that some teacher centers do not necessarily limit their services to teachers alone, but welcome any adults who want to learn how children learn whether they are professional teachers or not. Through the early period of teacher centering in the United States, the teacher centers were generally directed toward a fairly broad clientele. In the federal teacher center legislation the clientele was considered to be mainly classroom teachers, and only classroom teachers were eligible for membership on the teacher center policy boards. Although most federally-funded teacher centers only entertained the needs of inservice teachers, the federal regulations allow for the training or preparation of preservice teachers, inservice administrators, administrative interns, counselors, curriculum coordinators, paraprofessionals, teacher aides, pre-school teachers, teachers of adults, supervisors, librarians, media specialists, parents, substitute teachers, K-12 students, part-time teachers, unemployed teachers, and retired teachers. Crosby (1974) reflected that the general mood of teachers toward administrative involvement in teacher centering, as did Maddox (1972) and others who expressed very positive views about the need to exclude principals and other administrators from the scope of teacher center activities. As far as other possible clientele were concerned, the American Federation of Teachers' position was quite clear:

> First, we can be very positive about the need to exclude principals and other administrators from the scope of the "teacher centers"... their presence will inevitably defeat the purposes of the agency. They are too assertive, too used to exercising authority, and they have too much spare time to carry out their purpose to be assimilated easily...the center should serve all non-supervisory personnel who are directly involved in the instructional/learning process...so far as guidance counselors, social workers, psychologists, curriculum coordinators, community coordinators, nurses, et. al., are concerned, it would be better to set up school-by-school arrangements for their participation in policy-making and technique development...
>
> Selden and Darland (1974, pp. 34-35)

As there is no generic teacher center, there is no standard method of funding center operations. The continuum runs from very humble budgets depending upon donations from a variety of sources to well financed centers with funding from federal, state, local, and foundation grants and contracts. In the case of consortium-type centers, funding may come from participating members based on the number of teachers served, ability to pay, level of governance

involved, or some formula worked out to share costs between members in an equitable manner. Schmieder and Yarger concluded from a study of the funding patterns of 600 centers in the United States that financial data from the centers were sketchy and difficult to obtain, particularly where "soft" money had been involved. Of the 180 school districts in the study that provided data relative to finance, the following conclusions were made:

1. Although widespread and numerous, most of the teaching centering taking place in America has been carried out with very little financial support--meaning among other things that continuing professional development apparently comes, to a large degree, out of the hides of participants;

2. It is time again to truck out all of the exciting analogies between education and the other professions and between education and business and industry, regarding the low esteem and comparatively low level of support given to staff development in education; and

3. Although the percentage of education funds devoted to teaching centers is relatively low, the absolute total for the survey sample alone is approximately $10 million, supporting a substantial network of centers to provide many new ideas and promising approaches to staff development.

(Schmieder and Yarger, 1974, p. 11)

The data were quite different for public school districts and for universities. Less than one half of one percent of the local district budgets went for the support of center type programs while at the university level the "center portion" of the budgets averaged almost seven percent of the total support base. Andrews (1980) suggested that since states are responsible for schools and certification they should provide a major portion of the financial support for teacher centers. Friedman and Alley (1980) described a successful teacher center that was originally funded by a state education department and subsequently institutionalized by the local school district after an initial three year grant. Centers of this type have been considered exemplars of local district use of "seed money" from external sources. Futchs (1971) examined various interest groups sharing responsibility for operating teacher centers on a number of government programs including Title III, Title VII, COP, Teacher Corps, TTT, and Educational Renewal Projects. Maddox (1972), Poliakoff (1972), Selden and Darland (1974) and others have written to some length about funding in various center types. Perhaps the best statement about national thinking in regard to finance and teacher centers was Yarger and Mertens (1980) who summarized over 400 proposals sent to the federal government to compete for the first round of funding under the Federal Teacher Center Legislation. The average budget for each center was between $135,000 and $140,000 per year; the largest single expense item was for personnel. The appropriation for federally funded teacher centers in 1979-80 was $13 million, a perceived modest allocation compared to the $100 million authorized by the Congress. Recently, the word is, that the estimated 1981 expenditures were for another $13 million with a recommended rescission of $3,250,000 in 1981, and no dollars in 1982, but rather including federal teacher center requests in block grants to the states at some undetermined figure.

Prior to the advent of federal funding the governance of teacher centers varied in pattern from informal to well defined. Some centers were controlled by school systems, some by universities, and some with no formal institutional ties whereby governance was in the hands of the teachers and parents. Consortium arrangements usually included some sort of a board or council with the responsibility for developing operational policy for the center which was respresentative of the involved constituents in the consortium. These groups usually met at various times during the year and dealt with ongoing developmental issues at the center. Collins (1974) provided a descriptive analysis in the form of case studies of the Appalachian Training Complex, the Dallas Education Center, the Durham Teacher-Parent Center, the Kanawha Valley Multi-Institutional Teacher Education Center, the Rhode Island Teacher Center, the Teachers Active Learning Center, and the West Genesee Central Schools--Syracuse University Teaching Center. These centers were the forerunners of other centers across the country and also represented a cross-section of governance patterns. Howey (1977) reported on the governance arrangements between the Minneapolis Public Schools and the University of Minnesota Teacher Center, and provided a model for school system-university collaboration that has been an exemplar of a workable governance system. One of the major contributions of the Teacher Center Legislation was that it dealt squarely with the issues of governance. The teachers' organizations (AFT and NEA) pressed for passage of the bill in large part because of the power and control it gave classroom teachers over their own inservice programs. The original regulations are quite clear on the point of teacher involvement in governance. Elsewhere in the same set of federal regulations, the fiscal agent had been defined as a school system, an institution of higher education, or a combination of these agencies. It is evident that the intent of the legislation was to provide teachers with "controlled--control" limited to matters of policy without fiscal control. The inherent distinction between policy and administration have caused policy boards agonizing hours of discussion. Devaney (1980), Schmieder and Lovette (1980), Edelfelt (1980) and others have written extensively on the issues of teacher center governance.

Incentives for university connected inservice activities usually involve fulfillment of degree requirements or graduate credit toward advanced degrees. These incentives are often the connecting link between local teacher center and university collaboration. In many districts advancement on the salary schedule is dependent upon continuing inservice training, a need often met through participating in teacher center activities. Incentives for administrative and supervisory participation in centering functions are often directly related to one's role in the educational system, and may be tied to the advancement of the cause for a particular program, curriculum objective, or as in some cases, professional development within the administrative ranks. Community persons often find centers a convenient and supportive avenue through which to participate more directly in community educational programs. Centers are often used by community groups as meeting places since many are centrally located and have available space. Students generally are not offered incentives nor opportunity to participate in teacher center activities on a regular or on a walk-in basis; however, they often participate in workparties, workshops, demonstration teaching classes, or as helpers in the various functions of centers. Paraprofessionals and supporting gourps such as nurses and security personnel utilize teacher centers for group training experiences and for help in planning special programs. The media facility is a great incentive for teachers and others to participate in teacher centers

and often includes the most complete professional library in the district. Perhaps the greatest incentive for participation in centering is the availability of teaching supplies at reduced cost, duplicating machines, laminators, and other equipment difficult to locate elsewhere. Schenker (1979) cited the Education Resource Center on Chicago's Northside and its involvement in the total community, with particular emphasis on teacher-parent planning. Keeney (1979) examined the various aspects of needs assessment in teacher centering and offered suggestions as to how the center's program can be better related to the daily needs of teachers. Howey (1974) concentrated on the context and potential of teacher centers as renewal agencies for teachers and offered suggestions for program development that are directed toward explicit arrays of options for renewal. Schmieder and Yarger (1974) investigated the incentives offered by 600 centers across the United States. In both university and selected school-based teacher center samples, college credit was the most frequently employed incentive, with local credit towards salary increments coming second, and released time placing third. In very few cases, a direct monetary stipend was offered. Released time was the most used incentive in school system sponsored centers with university credit second and local credit toward salary increment third. In both university samples and school system center samples, stipends were infrequent and incentiveless programs rare, though center participation has been generally voluntary. Yarger and Mertens (1980) examined the narratives of over 400 teacher center proposals for federal funding and found that while incentives of a tangible nature were played down, the proposed expenditures for incentives were second only to personnel. The average teacher incentives expenditure was $15,752 or 12% of the entire budget. These incentives included all expenses related to released time during the school day and providing direct payment to teachers for program participation. They also included some tuition costs, but not for paying college instructors or institutional indirect costs. Almost 50% of the budgets analyzed showed $8,000 or less allocated for incentives, illuminating how extreme cases have influenced the mean. Considered as a group, the budgets definitely reflected a high priority on teacher incentives. However, a close examination reveals that most projects allocated less than the average amount. Devaney (1977) cautioned that while the Teacher Center Legislation has encouraged greatly increased numbers of teachers to renew their education, care should be taken not to do so with coercion and thereby squelch the self-motivated. Incentives need to arise from the school system central administration's clear message of priority for a new kind of inservice with curriculum supervisors or evaluators separated from the teacher learning and professional development processes in the centers.

Teacher centers are located in a variety of places. Some are edifices whose sole function is teacher centering. Often these are located in surplus or abandoned school facilities, particularly those controlled by local school districts, or a consortium of districts. In many instances the center is an office containing space for the director and one or two staff persons while a number of places in the community serve as the center's place of operation. Location is determined by the institutional identity, geography, and availability. Seager (1979) identified certain characteristics common to functioning teacher centers. These usually include a reception area/lounge, a drop-in-area which often includes a display area, a materials area, an equipment area, a make-and-take area for teachers to construct learning devices and learning aids, a carpentry/shop area equipped with tools for construction projects, and, in some, a students' corner.

The results of the Yarger and Leonard (1974) study indicated that there was no consistent number of staff persons in the centers surveyed. Some were part-time, some full-time; however, viewing the tasks performed by personnel in the teacher centers, considerable staff would be required to do all of these things consistently and extensively. The tasks outlined were teach classes, conduct workshops, consult individually with clients, perform classroom observations, evaluate programs, and develop program materials and activities. School district-based teacher centers indicated that staff spent most of their time developing program materials and activities and evaluating programs, while university-based center staff reported the bulk of their time spent in teaching classes and in consulting with individual clients. Yarger and Mertens (1980) reported that a study of the federally-submitted teacher center proposals revealed almost forty percent of them called for only one full-time professional staff position, which usually carried the title of project director or teacher center director. Two and three professional positions were delineated in eighteen and fourteen percent of the proposals respectively. When two professionals were specified, typically the second was a resource or media coordinator. When three professionals were indicated, usually an assistant director was added. Over eight percent of the proposals indicated from four to seven professional positions, and two percent indicated eight or more professionals. About nineteen percent of the proposed teacher centers had no full-time staff. Over two-thirds of the proposals included provisions for full-time nonprofessional support persons. Less than ten percent of the proposals specified two or three support persons, and only six proposals (1.5%) called for more than four. Full-time paraprofessionals were usually not included in staffing plans; however, only ten percent indicated the use of paraprofessionals. The staffing patterns reported in the Yarger and Mertens study could not be considered extravagant since the average proposal expected one teacher center professional to serve about 250 classroom teachers. Seven kinds of positions were mentioned in the proposals: teacher center director (40%), project director (38%), resource or media coordinator (12%), and other roles such as assistant project director, assistant teacher center director, and instructional specialist. The role of the project directors was largely administrative while specific tasks were more often assigned supportive staff. The director's job descriptions often included supervision of staff, liaison to other groups and institutions, dissemination, preparation of budget, and control of grant funds. Program delivery was another task commonly assigned the project director. Some of the proposals gave the director considerable latitude in dealing with the policy board while others limited the director considerably. The information gained from the study of the proposals did not specify responsibility for hiring additional staff. In some cases that was clearly a decision of the policy board who recommended hiring to the local school system central administration office.

It is not surprising that little or nothing has been written on the subject of dissemination when one considers the local focus of most teacher centers. Most of them were established to solve particular problems unique to local teachers. Prior to the federal legislation supporting teacher center documentation clusters there were none. A recent study of the federal proposals for teacher centers found little or no mention made of dissemination in the proposals submitted for the first round of funding:

> Few professionals know what either documentation or dissemination means. These fairly recent inventions in educational circles probably developed in conjunction with federally sponsored programs. At a general level, most proposals dealt with these topics, but because they were less than specific about what the terms mean, they were also less than specific about what they intended to do.
>
> (Yarger and Mertens, 1980, p. 38)

To meet the obvious need for documentation and dissemination on the part of the funded teacher centers, certain regional centers were charged with the responsibility of coordinating documentation and dissemination activities for centers within a given region. Seven regional centers carried out this charge by conducting yearly meetings to share successes and failures, and to exchange ideas, information, and promising practices. Literature on the results of these regional sharing sessions is highly "fugitive" at this point in time.

Attempts to evaluate teacher centers has been complicated by a number of factors: the lack of generic models; the lack of agreed upon typologies; the ungeneralizability of evaluation efforts because of the grassroots nature of the movement; the level of sophistication regarding evaluation procedures and processes by teacher center personnel; limited funds to hire needed expertise; the limited role universities and research centers have been willing to play in local centering efforts; and the web of complex social, political, and professional influences affecting centering. Too often the data base gathered by centers has more to do with enhancing funding or refunding and the defense of programs than it has to do with measures of merit and worth of center activities. Feiman (1977) called attention to the complexities involved in evaluating teacher centers since the ideological differences among them lead to quite different ways of posing and answering questions about their effectiveness, and to the treatment of expected outcomes. Feiman also suggested differentiating centers into three groups for study: those with behavioral orientations that focus on the more technical and molecular aspects of teachers' work with outcomes specified in terms of teaching behaviors; humanistic-oriented centers (symbolized by use of the possessive "teachers'" in the title) geared toward increasing teachers' sense of control over their professional development; and development centers that aim at stretching teachers beyond their present level of skill and understanding to clearer perceptions of what they actually do. The need for typologies, classification schemes or taxonomies upon which to base evaluation of centers has been a concern from the beginning of the movement. The National Education Association Committee on Teacher Centers (Hyer, 1972) described four types of teacher centers: one type is described as being "the teacher's own turf-," the second is similar but with more staff support; the third focuses around needs met by a team of specialists; and the fourth suggests a very broad type of center that may exist anywhere that teachers and resources are brought together with experts to look at and solve problems. Joyce and Weil's (1973) examination of teacher centers uncovered three styles of operation: the informal style, the corporate style, and the competency-oriented style, with more than one of these styles often found in the same school system. Schmieder and Yarger (1974) also alluded to seven organizational types of teacher centers ranging from independent centers to those that exist by virtue of legislative mandates, and suggested at least four functional types including facilitating, advocacy, responsive, and "functionally unique" types which are designed to respond to a particular need. The federal teacher centers program brought

teacher centering closer to some consistency in organization and orientation with subsequent evaluation data more helpful in moving toward a typology and/or taxonomy for teacher centering. Mertens (1980) reported on a descriptive evaluation effort started in 1978 which has resulted in a developmental model for describing teacher centers along three distinct componets: Activities, Services, and Resources. While the findings are preliminary, the process holds promise for distinguishing between teacher center programs and other staff development efforts and the professional development of teachers. Guilkey (1980) elaborated upon the clustering of teacher centers funded under the federal teacher center legislation and their efforts at sharing and documenting success. The National Teacher Center Office set about the task of establishing clusters of centers to bring groups of teacher centers together to share and document what they were doing. The clustering activites had the function of creating a sense of belonging and shared commitment on the part of participants and a certain amount of documentation. Of the few reports published on evaluation efforts to determine the effectiveness of centering, the results are not promising. And lastly, Caldwell (1980) found success in a consortuim concept of teacher training, but little evidence was found to support the fact that preservice teachers acquired or demonstrated teaching skills. The cooperative effort, on the other hand, did seem to have certain positive effects on the program participants in that they perceived the training to be an extremely worthwhile experience; new insights were gained; and over eighty-five percent felt that working within the consortium offered a degree of enrichment not found in single entity centers.

The lack of a clear definition of what is meant by "curriculum" or by "curriculum development" has caused the terms to be used frequently in the teacher center literature to describe everything from the design of complex individualized learning systems to "make-and-take" activities involved in the construction of learning centers and games. Special purpose centers such as those established to meet the specific needs of subject areas such as math, science, or English perhaps come closer to actual development of learning materials, concepts, and courses of study than do the centers designed to meet non-specific needs of teachers. The more usual function of teacher centers is to make possible the review of local existing curricula and other educational practices by groups of teachers and to encourage teacher attempts to bring about changes. Joyce and Weil (1973) described "corporate" centers which exist to serve entire states or large school districts and involve a large number of educational agencies have had as their role the development of materials and instructional systems. The general mission of teacher centers, however, remains directed toward changing teachers rather than curriculum. The regulations and/or guidelines for federal teacher centers have called for one of the key components of centers to be associated with developing or producing curricula. A further elaboration on the curriculum development aspect revealed that federally funded centers were expected to afford teachers the opportunity to develop and produce curricula (including the modification and adaptation of existing curricula), to use educational research findings or new/improved methods or techniques in the development of curricula, and to enable teachers to implement effectively specific curricula. A further examination of the summary of comments and responses from those who reviewed the rules and regulations indicated concern over the curriculum issue in that they feared a conflict would arise between the curriculum development in teacher centers and the fact that determination of the schools' curriculum is a

perrogative of the State and local school system in the context of State and local law. The concern did not result in any changes in the specific wording of the regulations by the Commissioner of Education's office since it was previously cited that the policy board may not exceed the limits prescribed by State or local law.

Little or no research has been done on teacher centers from those who direct the centers in local school districts. What has been done was conducted by university-based persons or from the large corporate-type complexes. Part of the reason for the lack of research stems from the lack of interest, skills, time, or "publish or perish" pressures on the part of the teacher center directors, many of whom are classroom teachers. Other reasons stem from the emerging or evolving nature of centers and the need to validate centers first. Some concern was expressed over the use of the term "research" in the federal legislation supporting teacher centers in reference to the use of research findings in teacher centers and the familiarization of teachers with research current in the field. The issue has been that teacher centers not emphasize training for teachers utilizing a university classroom style rather than revitalization through experiences. While numerous articles refer to the need for research in the area of teacher centers, precious little has been reported to date.

In closing out this literature review, a synthesis would not be complete without an analysis of the political/legislative factors at the state level. Smith (1974) discussed the state level as being the difference between the general and the specific. Smith also noted that the notion of organized cooperative action at the local level in educational personnel development surfaced with the publication of the so-called "Flowers Committee Report" by the American Association for Colleges of Teacher Education, *School and Community Laboratory Experiences in Teacher Education* (Flowers, 1948), which pointed out the need to involve all parties in the American educational system in teacher education. Other reports by national groups in the 1950's and 1960's including *Partnership in Education* (Smith, 1967), *Whose in Charge Here?* (NEA, 1966), and *A New Order in Student Teaching* (NEA, 1967) were indicative of attempts by local, state, and national groups to hammer-out a local cooperative structure. The 1960's and 1970's brought an avalanche of federal programs dealing with educational personnel with diverse sponsoring agencies and management plans. According to Smith the federal emphasis on competency-based teacher education had more to do with the teacher center movement in most states than any other federal program. Smith's survey of states revealed that approximately two thirds of the states were at the "study level" in involvement in the teacher center movement, while the remaining one third had passed legislation and/or administrative regulations relating to teacher centers. The states of Washington, Oregon, New York, West Virginia, North Carolina, Rhode Island, and South Dakota reported fairly mature and complete regulatory approaches while Maine, Georgia, Minnesota, Utah, Kansas, and Alabama reported enabling legislation designed to encourage the consortium teacher center approach. The four states reporting legislation relating to teacher centering, supporting administrative provisions, and on-going study were Vermont, California, Florida, and Texas. Others who have written extensively about collaboration of the various political and legislative entities which include Joyce and Weil (1977), Yarger (1974), and deVault (1974), to mention a few. The *Inservice Teacher Education Project (ISTE) Report No. IV* (1977) discussed the following conclusions, which are also basically the positions

of the National Education Association regarding the federal and state role in inservice education:

1. Job related inservice programs should be publicly financed. Such programs are essential and in the public interest.

2. There is too little assured continuity for programs in evaluation.

3. The economic power of the federal government is pervasive and can be used either to stimulate or stifle the decision-making and performance abilities of state and local institutions.

4. *Carte blanche* funds to states or institutions without any established limits for the use of such funds is irresponsible.

5. In a nation where education decisions are largely a state responsibility, the federal effort should be mainly to facilitate and support--not to prescribe.

6. The state responsibility must be to establish a system and organization for inservice education that will make local decision-making possible and essential.

(Yarger, et. al., 1977, p. 149-150)

Analysis of the Literature Reviewed

The role expectations, functional attributes, and institutional payoffs of teacher centers appear still to be in an emergent state and consequently the literature seems to suffer from generalities. An abundance of printed material exists in these areas, but most of it is of a fugitive nature and in an "untested" state. A carefully documented research base grounded in empirical or naturalistic inquiry appears to be lacking. The nature of the educational world is such that most of the research is generated at the college or university level. Most of these folks bowed out of the teacher centering movement when it became apparent that the locus of control, particularly in the federally funded centers, was invested in classroom teachers. These practitioners have been too busy "doing" the teacher centering to have written much about it. What has been written is seldom generalizable to other situations because of the nature of the centering function which is to help those closest to the situation diagnose the need and find the solutions to local concerns.

The literature of teacher centers is interwoven with the literature of inservice education, particularly that dealing with collaboration attempts by the various institutions sharing an interest and control over inservice teacher education. In a sense, the study of teacher centers is also a study of a power struggle within education and has suffered from most of the common ills usually associated with "grassroots" change efforts. A complex series of social and political pressures and events have brought centers into existence and will likely determine their future.

An examination of centering in other countries reveals that the idea did not originate in the United States but the social and political conditions that lead to their birth and growth elsewhere are strikingly similar to our own. Centers in other countries have developed along more well-defined lines than those in America. The centers here appear to have no generic description and no clear-cut paradigm around which to grow with definitions, typologies, and taxonomies still emerging.

This literature review has attempted to filter from the mass of musings about centers, some of the studies that are likely to prove to be landmark works in the history of centering. The organizational scheme has been to identify certain role expectations, functional attributes, and institutional payoffs of centering and try to determine what the level of thinking is about each of these variables. No documents were found that had addressed these concerns before in any systematic fashion.

DESIGN AND METHODOLOGY

A review of the literature revealed that no specific studies have examined the perceived role expectations, functional attributes, or institutional payoffs of teacher centers and how the variables inherent in each of these aspects interface with traditional roles and educational agencies. Teacher centering is happening on a rather large scale outside of the United States and in one form or another in every state of the Union. A crude extrapolation from the data of several recent studies indicated that there could be as many as 4,500 school systems with sites that perceive themselves as being in some way associated with the teacher center movement. Therefore, it appears essential that questions about the perceptions of role expectations, functional attributes, and institutional payoffs be addressed.

Variables and Questions

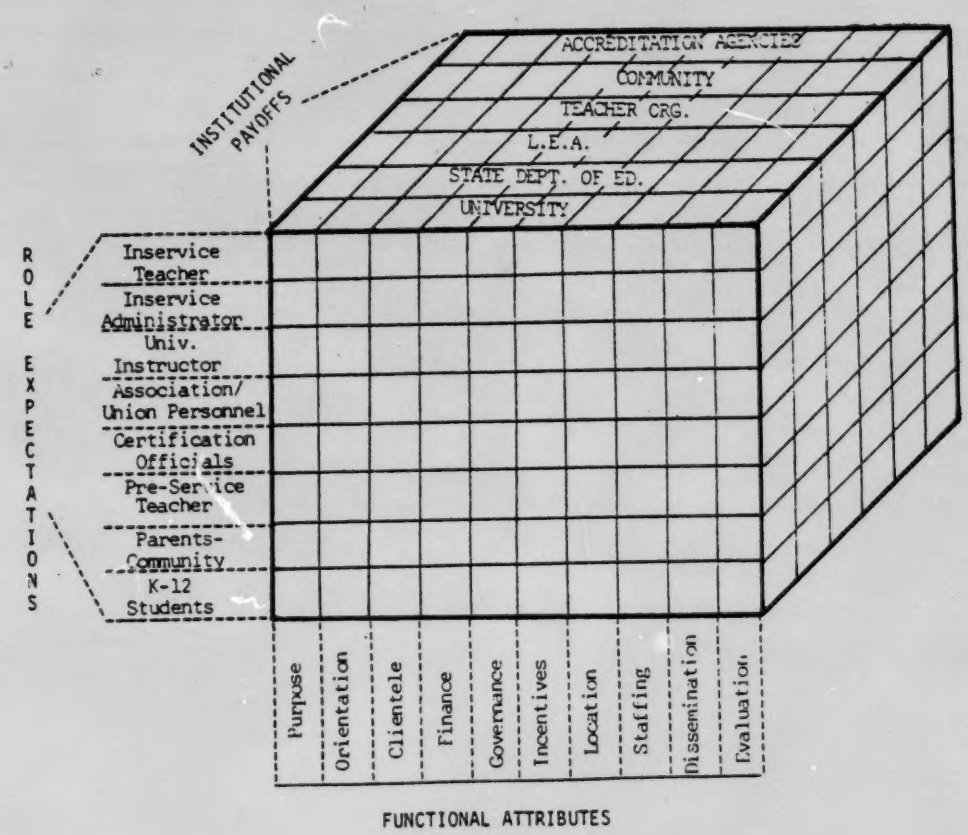
This study has independently investigated three basic general areas (FIGURE A) associated with teacher centers: (1) the role expectations of professional and non-professional vested interest groups, (2) the functional attributes of teacher centers, and (3) the institutional payoffs for involved professional and non-professional vested interested groups. The dimension of role expectations has studied in terms of the role operants (APPENDIX A- "Teacher Center Value-Orientation-Preference Inventory") for inservice teachers, inservice administrators, university/college professors, teacher organization professional personnel, certification officials, preservice teachers, parents/community, K-12 students, paraprofessionals, and state education department personnel. The functional attributes of teacher centers have been analyzed in reference to purpose, orientation, clientele, finance, governance, incentives, location, staffing, dissemination, evaluation, political/legislative, curriculum development, and research. Institutional payoffs have been examined with respect to accreditation agencies, parents/community, teacher organizations, local education agencies (school systems), state education agencies, and universities/colleges.

In the process of uncovering knowledge about these three major areas of concern, another related subordinate set of independent variables were considered in the design of this study; these were the potential influencing demographic or background characteristics of the responding group of involved and knowledgeable professional educators. These variables, each containing 2 to 10 independent subsets (TABLE 1), were number of years of professional education experience (YEXP), academic background (AB), primary professional responsibility (PPR), age grouping (AGE), sex (SEX), teacher center affiliation (AFIL), school system contract negotiator (CON), and type of school system (SYS).

The primary dependent measures or variables were ratings of the perceived degrees (APPENDIX A - "Teacher Center Value-Orientation-Preference Inventory") of satisfaction with, importance-relevance of, presence of, and potential for future development of the identified role expectations, functional attributes, and institutional payoffs for teacher centers as assessed by involved and

FIGURE A

MATRIX OF INVESTIGATED DEPENDENT VARIABLES



knowledgeable professionals. These 4 dependent variables have been operationalized and quantified in mean ratings and statistical tests of significance (8 sets of demographic variables) for operants identified for 11 sets of role expectations, 13 sets of functional attributes, and 6 sets of institutional payoffs.

Based on the described employed design for the study, a review of the existing literature, and the teacher centering experience of the investigator, this exploratory effort sought possible solutions and answers to the following research questions:

RQ_1: What are the deemed role expectations of professional and non-professional groups that are interfacing with teacher centers?

RQ_2: What are the greatest levels of satisfaction associated with the identified role expectations as assessed by professional educators presently interfacing with the teacher centering movement?

RQ_3: What are the most important-relevant role expectations as judged by professional educators presently interfacing with the teacher centering movement?

RQ_4: Which role expectations are present to the greatest degree as discerned by professional educators presently interfacing with the teacher centering movement?

RQ_5: Which role expectations have the greatest potential for future development as the teacher center movement evolves to maturity?

RQ_6: What differences exist in reference to the role expectations among the orientations and preferences of the professional educators presently involved with teacher centering?

RQ_7: Are the background or demographic characteristics of those interfacing with teacher centers influencing or determining factors in terms of satisfaction with, importance-relevance of, presence of, and potential for future development of the identified role expectations?

RQ_8: What are the perceived basic functional attributes or activities of teacher centers?

RQ_9: What are the greatest levels of satisfaction associated with the identified functional attributes as assessed by professional educators presently interfacing with the teacher centering movement?

RQ_{10}: What are the most important-relevant functional attributes as judged by professional educators presently interfacing with the teacher centering movement?

RQ_{11}: Which functional attributes are present to the greatest degree as discerned by professional educators presently interfacing with the teacher centering movement?

RQ_{12}: Which functional attributes have the greatest potential for future development as the teacher movement evolves to maturity?

RQ_{13}: What differences exist in reference to the functional attributes among the orientations and preferences of the professional educators presently involved with teacher centering?

RQ_{14}: Are the background or demographic characteristics of those interfacing with teacher centers influencing or determining factors in terms of satisfaction with, importance-relevance of, presence of, and potential for future development of the identified functional attributes?

RQ_{15}: What are the discerned institutional payoffs for those organizations or agencies presently interfacing with teacher centers?

RQ_{16}: What are the greatest levels of satisfaction associated with the identified institutional payoffs as assessed by professional educators presently interfacing with the teacher centering movement?

RQ_{17}: What are the most important-relevant institutional payoffs for the selected organizations or agencies as judged by professional educators presently interfacing with the teacher centering movement?

RQ_{18}: Which institutional payoffs are present to the greatest degree as discerned by professional educators presently interfacing with the teacher centering movement?

RQ_{19}: Which institutional payoffs have the greatest potential for future development as the teacher center movement evolves to maturity?

RQ_{20}: What differences exist in reference to the institutional payoffs for the selected organizations or agencies among the orientations and preferences of the professional educators presently involved with teacher centering?

RQ_{21}: Are the background or demographic characteristics of those interfacing with teacher centers influencing or determining factors in terms of satisfaction with, importance-relevance of, presence of, and potential for future development of the identified institutional payoffs?

Description of Subjects

The subjects for this study were 56 professional educators from 15 different states with a concentration from the mideastern region. The states represented and the number of respondents from each were as follows: California (1), Connecticut (1), Georgia (1), Illinois (2), Indiana (19), Iowa (8), Kansas (6), Kentucky (1), Michigan (2), Missouri (4), New York (2), Ohio (6), South Dakota (1), Virginia (1), and Wisconsin (1). The demographic dimensions examined (TABLE 1) were the "number of years of professional education experience", "academic background", "primary professional responsibility", "age groupings", "sex", "teacher center affiliation", "school system contract negotiator", and " type of school system". These major demographic dimensions were than broken down into several subgroupings with frequency and percentage data recorded per category.

The demographic profile (TABLE 1) of the typical subject has been defined in terms of the subgroupings possessing most respondents. The typical respondent had worked in professional education situations for 11 to 15 years (29%); possessed an academic background of a bachelor's degree plus 100 semester hours (37%); was an inservice teacher (18%) or a teacher center director/coordinator (18%); was between 41 to 50 years of age (37%); was a

TABLE 1

RESPONDENT DEMOGRAPHIC PROFILE

Number of Years of Professional Education Experience (YEXP)

5	1 to 5 years of experience	(9%)
9	6 to 10 years of experience	(16%)
16	11 to 15 years of experience	(29%)
11	16 to 20 years of experience	(20%)
15	Over 20 years of experience	(27%)

Age Grouping (AGE)

1	21 to 30 years old	(2%)
10	31 to 40 years old	(18%)
21	41 to 50 years old	(37%)
18	51 to 60 years old	(32%)
7	Over 60 years old	(12%)

Academic Background (AB)

5	Bachelor's plus (0 to 20 sem. hrs.)	(9%)
4	Bachelor's plus (21 to 40 sem. hrs.)	(7%)
7	Bachelor's plus (41 to 60 sem. hrs.)	(12%)
9	Bachelor's plus (61 to 80 sem. hrs.)	(16%)
11	Bachelor's plus (81 to 100 sem. hrs.)	(19%)
21	Bachelor's plus (over 100 sem. hrs.)	(37%)

Sex (SEX)

23	Female	(41%)
33	Male	(59%)

Primary Professional Responsibility (PPR)

10	Inservice Teacher (K-12) (18%)
10	Teacher Center Director/Coordinator (18%)
7	Inservice Building Principal (13%)
1	School System Central Office Administrator (2%)
6	School System Curriculum Coordinator/Supervisor (11%)
4	State Education Department Official (7%)
1	Professional Organization Professional Personnel (2%)
1	College/University Professor (2%)
7	College/University Administrator (13%)
9	Other: (16%) (please specify)

Teacher Center Affiliation (AFFIL)

17	Locally Funded Center	(30%)
1	State Funded Center	(2%)
22	Federally Funded Center	(39%)
14	No affiliation with Center	
2	Other: (4%) (please specify)	

School System Contract Negotiator (CON)

32	NEA affiliate	(59%)
7	AFT affiliate	(13%)
13	Neither: (24%) (please specify)	
2	Missing	(4%)

Type of School System (SYS)

14	Large City (over 100,000 in pop.)	(26%)
27	Small City (10,000-100,000 in pop.)	(50%)
4	Town (under 10,000)	(7%)
2	Rural	(4%)
7	Other: (13%) (please specify)	

male (59%); was affiliated with a federally-funded teacher center (39%); was employed by a school system where the National Education Association (NEA) was the major professional employees contract negotiator (59%); and functioned in an educational agency located in a small city or municipality with a population range of 10,000 to 100,000 (50%).

Several other interesting bits of demographic information also surfaced. There were 17 respondents (30%) affiliated with locally (non-federally) funded teacher centers; this percentage when added to that from federally-funded centers totalled to 69% of all respondents being associated with some type of teacher center. Twenty-six (26%) percent of the respondents were from large cities (over 100,000 in population) which might have reflected a multicultural orientation in their response patterns. Only 9% of the respondents might be considered neophytes as reflected by their presence in the subgroups of one-to-five years professional education experience, twenty-one-to-thirty years of age, and an academic background of a bachelor's degree plus 0 to 20 semester hours of graduate work.

Instrumentation

In order to gather information on role expectations, functional attributes, and institutional payoffs, an instrument composed of three separate sections was developed and validated for this purpose. The "Teacher Center Value-Orientation-Preference Inventory" - TCVOPI (APPENDIX A - "Teacher Center Value-Orientation-Preference Inventory") consists of three independent profiles: "Role Expectation's Profile", "Functional Attribute's Profile", and "Institutional Payoff's Profile". The 182-item TCVOPI (pronounced: "tee-see vopi") breaks down into 63 items for the "Role Expectation's Profile", 80 items for the "Functional Attribute's Profile", and 39 items for the "Institutional Payoff's Profile". The average administration time for the entire TCVOPI has been 3 hours and 23 minutes with a range of 2 hours and 57 minutes to 4 hours and 14 minutes.

The profiles of the TCVOPI were developed as a result of an extensive review of the literature on teacher centers and much interaction with knowledgeable professionals associated with teacher centers. As a result of much informal brainstorming with a select cadre and formal interactions with members of the "Midwest Federally-Funded Teacher Center Documentation Cluster", an initial 231 items were cut back to the present 182 items; reasons for eliminating items were their ambiguity, redundancy, and perceived total lack of relevance. Several items also had to be re-written or re-worded to provide greater clarity and operationalization. Input was also provided on measuring the role expectations, functional attributes, and institutional payoffs. The final approach took a Likert-type rating format consisting of four independent scales. The subjects were asked to respond to the items for each of the three profiles (independent of one another) on a 4-point Likert-type scale in terms of "satisfaction with" where 1 = strongly disagree and 4 = strongly agree; "importance-relevance of" where 1 = totally unimportant-irrelevant and 4 = very important-relevant; "presence of" where 1 = never present and 4 = always present; and "future development of" where 1 = no potential and 4 = great potential (APPENDIX A).

Reliability was calculated for the four rating scales for each of the three profiles using the "internal consistency" method; since each of the profiles were independent measures, reliability and validity (discussed below) were not calculated for the entire TCVOPI *per se*. Internal consistency reliability has been appropriately applied to sets of homogeneous items, that is, entities composed of equivalent units such as a set of role expectations, functional attributes or institutional payoffs where items measure the same trait, or traits, to about the same degree. Internal consistency reliability is the greatest when item intercorrelations are greatest with perfect intercorrelations at 1.00 and perfect item correlation with the given profile's scores equal to 1.00. The "*alpha* coefficient of internal consistency" developed by Cronbach (Guilford, 1965) was employed to determine the reliability of the respondents' ratings on the four scales for each of the three profiles. The procedure is a generalization of the Kuder-Richardson Formula #20. The *alpha* coefficients are reported in the following appropriate sections of this Report.

Content validity, the most basic validation process, was determined for each of the three profiles making up the TCVOPI. The TCVOPI was given to a panel of six experts-judges-content validators for reaction, input, evaluation and rating. The content validators were an assistant superintendent of schools from a school system with a federally-funded teacher, knowledgeable university professor of teacher education, knowledgeable state education department official, federally-funded teacher center director, a locally-funded teacher center director, and a former USOE official. The experts were requested to mark-up; make marginal notes or comments on; re-write, eliminate or add items to; and then rated the pre-prototype version of the TCVOPI along selected validation dimensions (APPENDIX B - "TCVOPI Content Validation Instrument"). The validation dimensions rated by the panel of experts were (1) representativeness of the role expectations, functional attributes, or institutional payoffs from the total pool or universe of role expectations, functional attributes, or institutional payoffs; (2) relevance (how pertinent) of the identified role expectations, functional attributes, or institutional payoffs to the needs for such a study; (3) relevance and isometry of the role expectations, functional attributes, or institutional payoffs to the real world of teacher centering or teacher centers; (4) clarity and understanding of the role expectations', functional attributes', or institutional payoffs' listed operants or operational definitions; (5) significance of role expectations, functional attributes, or institutional payoffs to respective stakeholder groups or vested interest groups; and (6) utility/usefulness of knowledge production resulting as outcomes from the study to the teacher centering population and respective stakeholders. The content validators were asked to rate the six dimensions on 1 (most negative) to 5 (most positive) Likert-type scales (APPENDIX B) with short descriptors present for the five points of each of the six scales. Kendall's Coefficient of Concordance, a measure of agreement among the six content validators, was calculated across the six validation dimensions. These coefficients of content validity were determined for the "Role Expectation's Profile", "Functional Attribute's Profile", and "Institutional Payoff's Profile" and are reported in the following appropriate sections of this Document.

The field-tested TCVOPI was self-administered over a two-month period by the 56 knowledgeable professional educators after a telephone or personal

orientation or briefing; written instructions for self-administration were also provided along with "Response Form A" (APPENDIX A) for returning by way of a self-addressed stamped envelope. It was recommended and urged that the subjects not respond to the entire TCVOPI during one sitting or session because of the 3 - 4 hour projected self-administration time, and the fear of "test fatigue" setting in. It was suggested, however, that the subjects respond to each of the TCVOPI's three profiles using three separate sessions respectively. The respondents were also asked to record the time it took to self-administer the entire TCVOPI and note whether they addressed the profiles in three separate sittings; the administration-time data have been discussed earlier in this section of the Report and all complied to the three-session-sitting recommendation. For their professional time and commitment, the 56 respondents each received a modest honorarium of fifteen dollars.

Data Analysis and Interpretation

The RQ's (research questions) listed earlier were responded to and analyzed by way of several statistical applications. All statistical treatments and applications were processed and/or calculated by way of the computer using the "canned" programs and routines from the Statistical Package for the Social Sciences, or better known as SPSS (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). The results associated with RQ_2, RQ_3, RQ_4, RQ_5, RQ_9, RQ_{10}, RQ_{11}, RQ_{12}, RQ_{16}, RQ_{17}, RQ_{18}, and RQ_{19} have been described through the use of average or mean-ratings.

The findings related to RQ_6, RQ_7, RQ_{13}, RQ_{14}, RQ_{20}, and RQ_{21} deal with statistical tests of significance. Because the subjects for this study were basically a sample of volunteers (not a random sample), the possibility of non-normal rating distributions had a high potential for occurrence. Therefore, all four rating-distributions for the 11 sets of role expectations, the 13 sets of functional attributes, and the 6 sets of institutional payoffs were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit" Test (Marascuilio and McSweeney, 1977). Since the number of respondents (N=56) was large in all 120 cases or distributions, significant differences were sought at the .05 level between these distributions and their normal counterparts. If significant differences were found using the Kolmogorov-Smirnov Goodness of Fit Test, the assumption of normal distributions could not be made; and therefore, the more conservative nonparametric statistical treaments were applied. In cases where there were two sub-demographic groups (sex) or independent variables, the Mann-Whitney U-test was employed; and where three or more sub-demographic groups (all others) or independent variables existed, the Kruskal-Wallis One Way Analysis of Variance by Ranks was utilized. If significant differences at the .05 level were not found using the Kolmogorov-Smirnov Goodness of Fit Test, the assumption of normal distributions was made; and therefore, the more powerful parametric treatments were applied. In cases where there were two groups, the t-test was used; and where three or more groups existed, one-way analysis of variance-single classification was employed. In the analyses of these 6 RQ's, either by way of nonparametric or parametric methods, a significant difference among the demographic dimensions was defined at the .05 level or less. If significant differences were found by way of the parametric statistical applications, analyses continued with Scheffe post-hoc comparisons.

For responding to RQ_1, RQ_8, and RQ_{15}, three additional dependent variables were constructed using the original measures. These were a "total-mean-rating" for each of the basic four dependent variables (satisfaction with, importance-relevance of, presence of, and potential future development of) per 11 sets of role expectations, 13 sets of functional attributes, and 6 sets of institutional payoffs; "mean-of-means" for each of the 30 sets; and a "grand-total-mean-rating" for the four original dependent measures for all role expectations, functional attributes, and institutional payoffs. The uncovered significant differences ($p < .05$) among all role expectations, functional attributes, and institutional payoffs; all demographic variables; and all rating measures have also been quantified, summarized, and displayed in tabular format. In addition, quantitative findings have been supplemented by qualitative commentary. All of these variables have been referred to (TABLES 2 thru 37) and have been used in various ways as the results of this study are discussed.

FINDINGS ON ROLE EXPECTATIONS

The reliability coefficients for the four rating scales making-up the "Role Expectation's Profile" were calculated by way of the internal consistency method referred to as alpha ("alpha coefficient of internal consistency reliability"). The alpha coefficients were 0.959 for the satisfaction scale, 0.928 for the importance-relevance scale, 0.968 for the presence scale, and 0.940 for the potential future development scale. Content validity was estabilised for the "Role Expectation's Profile" of the TCVOPI using the "TCVOPI Content Validation Instrument" (APPENDIX B). A Kendall's Coefficient of Concordance of 0.708 was calculated for the six experts/judges rating the "Role Expectation's Profile" across the six validation dimensions.

Inservice Teachers

The frequency distributions for each of the four sets of ratings (satisfaction, importance-relevance, presence, and future development) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test", and were all found to be normal. This allowed for the use of parametric statistical treatments in the analysis of the responses with respect to the four rating scales. The importance-relevance dimension (TABLE 2) received the highest overall mean rating (M=24.2), whereas the presence of the role expectation captured a mean of 19.4 signifying the lowest rating.

The respondents were the most satisfied (TABLE 2) with the role expectations (RE) for the inservice teacher as the "instructional leader of students" (M=3.4) and as the "instructor of other inservice teachers and fellow professionals" (M=3.4). They were the least satisfied with the RE of "establisher of training policy and procedures" for the teacher center (M=3.1). In terms of statistically significant differences across the selected demographic dimensions, using the t-test, the sex of the subjects was found to significantly differ ($p < .006$). Other differences, using one-way analysis of variance, found were among the respondents' primary professional responsibility ($p < .02$) where school system curriculum coordinators/supervisors were significantly more satisfied (Scheffe) than the inservice teachers; among respondents' teacher center affiliation ($p < .006$) where those associated with federally-funded teacher centers were significantly more satisfied than their locally funded counterparts; and among the respondents' school system type ($p < .04$) where those from rural settings were more satisfied than the professional educators from large cities.

The professional educators deemed the RE of "recipient of inservice training" (TABLE 2) as the most important or relevant (M=3.6) and the RE of "establisher of training policy and procedures" as the least important (M=3.3). The respondents were quite consistent in their ratings; however, only one set of significant differences was found across the general demographic dimensions. Significant differences were exhibited at the .02

TABLE 2

ROLE EXPECTATIONS FOR THE INSERVICE TEACHER

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Designer of own professional development	3.2		3.5		2.6		3.3	
Recipient of inservice training	3.3	p < .02 PPR (ANOVA) Scheffe #5 > #1	3.6		3.1	p < .05 AFFIL (ANOVA) Scheffe #3 > #1	3.5	p < .03 CON (ANOVA) Scheffe #1 > #3
Establisher of training policy and procedures	3.1	p < .006 AFFIL (ANOVA) Scheffe #3 > #1	3.3	p < .02 CON (ANOVA) Scheffe #3 > #2	2.6	p < .001 SYS (ANOVA) Scheffe #4 > #3	3.3	p < .01 SYS (ANOVA) Scheffe #4 > #1
Instructional leader of students	3.4	p < .04 SYS (ANOVA) Scheffe #4 > #1	3.5		3.0		3.4	
Designer of curriculum and instruction	3.3	p < .06 SEX (t-test)	3.4		2.6	p < .05 YEXP (ANOVA) Scheffe #2 > #3	3.3	p < .03 PPR (ANOVA) Scheffe #5 > #9
Evaluator of educational materials and inservice programs	3.2		3.4		2.8		3.3	
Instructor of other inservice teachers and fellow professionals	3.4		3.5		2.7		3.5	
TOTAL MEAN RATING	22.9		24.2		19.4		23.6	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

level in terms of the respondents' school system contract negotiator; those who had no contract negotiator perceived the RE's to be significantly more important (Scheffe) than those who were represented by AFT.

The role expectation most frequently encountered by inservice teachers (TABLE 2) was that of "recipient of inservice training" (M=3.1). The RE's of "designer of own professional development", "establisher of training policy and procedures", and "designer of curriculum and instruction" were viewed the least often as represented by means of 2.6 respectively. Significant differences existed among the perceptions of the subjects in terms of years of professional education experience ($p < .05$) where those with 11 to 15 years of experience discerned a significantly greater presence (Scheffe) of the RE's than the respondents with 6 to 10 years of experience; teacher center affiliation ($p < .05$) where those associated with locally-funded centers noticed a significantly greater presence of the RE's than the subjects affiliated with federally-funded centers; and type of school system ($p < .001$) where rural respondents saw a significantly greater presence of the RE's than did the subjects residing in towns with a population of under 10,000.

The RE's for the inservice teacher viewed as having the greatest potential for future development (TABLE 2) were "recipient of inservice training" (M=3.5) and "instructor of other inservice teachers and fellow professionals" (M=3.5). Those RE's which were viewed as having the least potential (M=3.3) were "designer of own professional development", "establisher of training policy and procedures", "designer of curriculum and instruction", and "evaluator of educational materials and inservice programs". Significant differences were associated with the demographic dimensions of primary professional responsiblity ($p < .03$) where school system curriculum coordinators/supervisors assessed significantly more (Scheffe) of a potential for future development of the inservice teacher RE's than did those classified as other; school system contract negotiator ($p < .03$) where the respondents represented by a NEA affiliate deemed a greater potential development than did those without a contract negotiator; and school system type where the subjects from rural areas rated a higher potential development of the RE's than did their counterparts from large cities ($p < .01$).

Inservice Administrators

The four sets of scores were tested for normality by way of the "Kolmogorov-Smirnov Goodness of Fit Test", and were found to be normal. Of the four rating scales the importance-relevance dimension (TABLE 3) captured the highest overall rating for the RE's of the inservice administrator with a total mean rating of 21.1 whereas the presence variable received the lowest overall rating with a total mean rating of 18.0.

The professional educators appeared to be most satisfied (TABLE 3) with the inservice administrator RE of "facilitator of inservice training" (M=3.3) and least satisfied with the RE of "mandator of inservice preparation" (M=2.4). Significant differences existed with respect to the demographic dimensions of academic background ($p < .02$) where those with a bachelor's degree plus 21 to 40 semester hours felt significantly

TABLE 3

ROLE EXPECTATIONS FOR THE INSERVICE ADMINISTRATOR

Role Dimensions	Satisfaction		Importance Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Facilitator of inservice training	3.3		3.4		2.8		3.2	
		p < .02 AB (ANOVA) Scheffe #2 > #4						
Mandator of inservice preparation	2.4		2.5		2.6		2.4	
						p < .003 AFFIL (ANOVA) Scheffe #3 > #1		
Evaluator of inservice preparation	2.9		3.1		2.8		2.9	
Recipient of career development	2.8		3.1		2.4		2.8	
		p < .03 SEX (t-test)						
Modifier of supervisory style	3.0		3.0		2.5		3.2	
						p < .001 SYS (ANOVA) Scheffe #4 > #1		
Emulator of professional practices and inservice sessions	3.0		3.3		2.6		3.1	
		p < .02 AFFIL (ANOVA) Scheffe #3 > #1						
Instructor of inservice preparation sessions	2.8		3.0		2.4		2.9	
TOTAL MEAN RATING	19.9		21.1		18.0		20.9	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

more satisfied (Scheffe) than the respondents possessing a bachelor's degree plus 61 to 80 semester hours of graduate credit; sex ($p < .03$) where male and female respondent differed significantly; and teacher center affiliation ($p < .02$) where the subjects without any teacher center ties were more satisfied than those affiliated with locally funded centers.

The data (TABLE 3) revealed that the RE of "facilitator of inservice training" (M=3.4) was deemed the most important-relevant. The RE of "mandator of inservice preparation" (M=2.5) for the inservice administrator was regarded as the least important-relevant. No significant differences were found among the background variables of the respondents.

The respondents viewed (TABLE 3) the RE's of "facilitator of inservice training" (M=2.8) and "evaluator of inservice preparation" (M=2.8) as being the most present whereas the RE's of "instructor of inservice sessions" (M=2.4) and "recipient of career development" (M=2.4) as being present least often. Discrepencies in response patterns surfaced as significant differences in terms of teacher center affiliation ($p < .003$) where those associated with federally-funded teacher centers discerned a greater presence (Scheffe) of these inservice administrator RE's than did those affiliated with locally funded centers; and type of school system ($p < .001$) where the subjects from rural areas viewed a greater presence than their large city counterparts.

The findings indicated (TABLE 3) that the RE's of "facilitator of inservice training" and "modifier of supervisory style" both with mean ratings of 3.2 as having the greatest potential for future development. The RE of "mandator of inservice preparation" (M=2.4) was judged to have the least potential. No significant differences were found among the subsets of the selected demographic dimensions.

College/University Professors

The ratings for the four scales (TABLE 4) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test". The four distributions of scores were found to be normal. The variable of potential future development of the RE's for the college/university professor received the highest overall rating (M=19.8). The presence of the identified RE's captured the lowest overall rating (M=15.8) of the professional educators.

The RE of "researcher adding to the knowledge base" reflected the greatest (TABLE 4) satisfaction level (M=3.3), and the RE of "evaluator of inservice preparation and teacher center" represented the least amount of satisfaction (M=2.8). Among the demographic dimensions significant differences were found with respect to academic background ($p < .03$) where the respondents with a bachelor's degree plus 61 to 80 semester hours were significantly more satisfied (Scheffe) than those possessing a bachelor's degree plus 0 to 20 semester hours of graduate credit; and primary professional responsibility ($p < .008$) where the school system curriculum coordinators/supervisors were significantly more satisfied with the college/university professor's RE's than the inservice teachers.

TABLE 4

ROLE EXPECTATIONS FOR THE COLLEGE/UNIVERSITY PROFESSOR

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Provider/instructor of inservice preparation	2.9		3.2		2.7	$p < .01$ AFFIL (ANOVA) Scheffe #2 > #1	3.3	
Evaluator of inservice preparation and teacher center	2.8	$p < .03$ AB (ANOVA) Scheffe #4 > #1	3.1		2.5		3.2	$p < .05$ PPR (ANOVA) Scheffe #5 > #1
Developer of program and/or curriculum materials	2.9		3.1	$p < .04$ PPR (ANOVA) Scheffe #5 > #2	2.6	$p < .05$ CON (ANOVA) Scheffe #3 > #1	3.2	
Researcher adding to knowledge base	3.3	$p < .008$ PPR (ANOVA) Scheffe #5 > #1	3.5		2.7		3.5	
Developer of instruments, measures, scales, etc.	3.2		3.4		2.6	$p < .001$ SYS (ANOVA) Scheffe #4 > #1	3.4	
Provider of an array of technical assistance	3.2		3.4		2.8		3.4	
TOTAL MEAN RATING	18.1		19.7		15.8		19.8	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The data revealed (TABLE 4) that the most important-relevant RE was "researcher adding to knowledge base" (M=3.5) and the least important-relevant RE's as "evaluator of inservice preparation and teacher center" (M=3.1) and "developer of program and/or curriculum materials" (M=3.1). Significant differences were found among the subgroups of the demographic dimension of primary professional responsibility ($p < .04$) where the school system curriculum coordinators/ supervisors deemed the RE's to be significantly more important-relevant (Scheffe) than the teacher center directors/coordinators.

The RE of "provider of an array of technical assistance" (TABLE 4) was judged to be present most often (M=2.8) whereas the RE of "evaluator of inservice preparation and teacher center" (M=2.5) was viewed as occurring least often. Significant differences existed among the subgroups of the demographic dimensions of teacher center affiliation ($p < .01$) where the respondents associated with state funded centers viewed the RE's as being significantly more present (Scheffe) than those aligned to locally funded centers; school system contract negotiator ($p < .05$) where those without any contract negotiator discerned a significantly greater presence of the identified RE's than the respondents represented by NEA; and type of school system ($p < .001$) where the subjects residing in rural areas deemed the greater presence of the RE's than did their counterparts from large cities with populations over 100,000.

The RE for the college/university professor assessed (TABLE 4) to have the greatest future potential for development was "researcher adding to knowledge base" (M=3.5). The RE's exhibiting the least potential for future development were "evaluator of inservice preparation" (M=3.2) and "developer of program and/or curriculum materials" (M=3.2). Significant differences were found in reference to primary professional responsibility ($p < .05$) where school system curriculum coordinators/supervisors rated the identified RE's as having a significantly greater (Scheffe) potential for future development than the inservice teachers.

College/University Administrators

The frequency distributions for each of the four sets of ratings (satisfaction, importance-relevance, presence, and future development) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test", and were all found to be normal. The variable of importance-relevance of the identified RE's for the college/university administrator (TABLE 5) received the highest overall mean rating of 15.0 whereas the lowest total mean rating was reflected by the variable associated with the presence of the RE's (M=12.8).

The data indicated (TABLE 5) that the RE of "establisher of policy and procedure concerning graduate credit for teacher center courses, workshops, etc." reflected the greatest level of satisfaction (M=3.1). The RE receiving least degree of satisfaction was "supporter of teacher center movement as an alternative to teacher preparation"(M=2.5). No significant differences were found among the demographic categories.

The RE for the university/college administrators deemed as the most important-relevant (TABLE 5) was that of "establisher of policy and procedures concerning graduate credit for teacher center courses, workshops, etc."

TABLE 5

ROLE EXPECTATIONS FOR THE COLLEGE/UNIVERSITY ADMINISTRATOR

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Supporter of teacher center movement as an alternative to teacher preparation	2.5		3.0		2.1		2.8	
Advocator for performance excellence and utilization of quality control mechanisms	2.8		3.1		2.5		2.9	
Maintainer of adversary position and lobbyer for college/university teacher preparation	2.7		2.8		2.7		2.7	
Monitorer of teacher center movement's development and growth	2.8		2.9		2.5		2.8	
Establisher of policy and procedures concerning graduate credit for teacher center courses, workshops, etc.	3.1		3.3		2.9		3.1	
TOTAL MEAN RATING	14.0		15.0		12.8		14.3	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

(M=3.3), whereas the least important RE was "maintainer of adversary position and lobbyer for college/university teacher preparation" (M=2.8). Significant differences among the demographic dimension were nonexistent.

The RE of "establisher of policy and procedures concerning graduate credit for teacher center courses, workshops, etc." (M=2.9) was viewed as occurring most often (TABLE 5). The RE noticed the least often by the respondents was that of "supporter of teacher center movement as an alternative to teacher preparation" (M=2.1). No significant differences were found.

The RE of "establisher of policy and procedures concerning graduate credit for teacher courses, workshops, etc." (M=3.1) was discerned (TABLE 5) to have the greatest potential for future development, and the RE deemed to have the least potential for future development was "maintainer of adversary position and lobbyer for college/university teacher preparation" (M=2.7). Again, no significant differences surfaced with respect to college/university administrators' RE's analyzed by way of the demographic subgroups.

Professional Organization Officials

The four frequency distributions of scores or ratings were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test" and were found to be normal. The importance-relevance and the potential future development dimensions received the highest total mean ratings (TABLE 6) with 18.0 respectively. The variable of the RE's presence for association/union personnel captured the lowest total mean rating (14.3).

The RE of "advocator for performance excellence, accountability, and utilization of quality control measures" (TABLE 6) exhibited the greatest degree of satisfaction (M=3.0) among the respondents, whereas the RE's of "provider of appropriate types of technical assistance" (M=2.6) and "funder of selected types of program activities and training experiences" (M=2.6) represented the areas of least satisfaction with respect to association/union personnel. Significant differences were not uncovered among the subgroups of the demographic variables.

The data revealed (TABLE 6) that the RE of "advocator for performance excellence, accountability, and utilization of quality control measures" (M=3.2) was felt to be most important/relevant. The RE's of "provider of appropriate types of technical assistance" and "funder of program activities and training experiences" both with means of 2.9 were perceived to be the least important/relevant. Significant differences were found among the demographic dimensions in terms of years of professional experience ($p < .03$) where the respondents with 6 to 10 years of experience significantly (Scheffe) viewed a greater importance/relevance of the RE's when compared to those with 11 to 15 years of experience; sex ($p < .04$) where males and females differed significantly; and school system contract negotiator ($p < .05$) where the subjects without a contract negotiator discerned a greater importance/relevance of the RE's than the respondents represented by NEA.

The RE of "supplier of program participants and/or teachers" (M=2.6) was deemed to be present most often (TABLE 6). The least occurring RE was

TABLE 6

ROLE EXPECTATIONS FOR ASSOCIATION/UNION PERSONNEL

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Advocator for performance excellence, accountability, and utilization of quality control measures	3.0		3.2	$p < .03$ YEXP (ANOVA) Scheffe #2> #3	2.5		3.1	
Influencer of program design and development efforts	2.7		3.1		2.5	$p < .03$ AGE (ANOVA) Scheffe #2 > #3	3.0	
Disseminator of program efforts and developments	2.9		3.0	$p < .04$ SEX (t-test)	2.4		3.1	
Provider of appropriate types of technical assistance	2.6		2.9		2.3	$p < .03$ AB (ANOVA) Scheffe #1 > #6	3.0	
Supplier of program participants and/or teachers	2.8		3.1	$p < .05$ CON (ANOVA) Scheffe #3> #1	2.6		3.0	
Funder of selected types of program activities and training experiences	2.6		2.9		2.1		2.9	
TOTAL MEAN RATING	16.5		18.0		14.3		18.0	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

that identified as "funder of selected types of program activities and experiences" (M=2.1). Significant differences were found among the demographic dimensions of age groupings ($p < .03$) where the respondents between 31 to 40 years old sensed a significantly greater (Scheffe) presence of the identified RE's for the association/union professionals than did those between the ages of 41 to 50; and academic background ($p < .03$) where the respondents with a bachelor's degree plus 0 to 20 semester hours viewed a significantly greater presence of the RE's than did those possessing a bachelor's degree plus over 100 semester hours of graduate credit.

The RE's exhibiting the greatest potential for future development (TABLE 6) were "advocator for performance excellence, accountability, and utilization of quality control measures" (M=3.1) and the "dissemination of program efforts and developments" (M=3.1). The data also revealed that the RE of "funder of selected types of program activities and training experiences" (M=2.9) was discerned as having the least potential for future development. No significant differences were found among the demographic variables.

Certification Officials

The four frequency distributions of the ratings were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test", and were all found to be normal. The assessment dimension of importance-relevance (TABLE 7) of the RE's for the certification official received the highest overall mean rating of 12.1. The dimension of the RE's presence with an overall mean rating of 9.0 represented the lowest rating.

The findings (TABLE 7) indicated that the respondents were most satisfied with the RE of "establisher of newer and/or given performance standards" (M=2.9), whereas the RE of "searcher for alternative sites and programs for the certification of inservice educators" (M=2.6) exhibited the least degree of satisfaction. Significant differences were found with respect to the variable of school system contract negotiator ($p < .04$) where the respondents represented by NEA were significantly (Scheffe) more satisfied with the RE's than were those not represented by a contract negotiator.

Three-out-of-the-four identified RE's (TABLE 7) were deemed as being the most important-relevant with respective means of 3.1. The least important-relevant RE in the "eyes" of the respondents was "searcher for alternative sites and programs for the certification of inservice educators" (M=2.9). No significant differences surfaced among the demographic variables.

The RE of "advocator for performance excellence, accountability, and utilization of quality control measures" was discerned by the respondents (TABLE 7) to be present most often (M=2.5), whereas the RE of "searcher for alternative sites and programs for the certification of inservice educators" was viewed as occurring least often (M=2.0). Significant differences were found in terms of years of professional education experience ($p < .04$) where the subjects with 1 to 5 years of experience viewed a significant (Scheffe) greater presence of the certification official's RE's than did those respondents with 11 to 15 years of experience.

TABLE 7

ROLE EXPECTATIONS FOR THE CERTIFICATION OFFICIAL

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Searcher for alternative sites and programs for the certification of inservice educators	2.6		2.9		2.0		2.9	$p < .03$ PPR (ANOVA) Scheffe #5 > #2
Advocator for performance excellence, accountability, and utilization of quality control measures	2.8	$p < .04$ CON (ANOVA) Scheffe #3 > #1	3.1		2.5		3.1	
Seeker of innovative certification models and methods	2.8		3.1		2.3	$p < .04$ YEXP (ANOVA) Scheffe #1 > #3	3.1	
Establisher of newer and/or given performance standards	2.9		3.1		2.3		3.0	
TOTAL MEAN RATING	11.1		12.1		9.0		12.0	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

Both the RE's (TABLE 7) of "advocator for performance excellence, accountability, and utilization of quality control measures" (M=3.1) and "seeker of innovative certification models and methods" (M=3.1) were rated as having the greatest potential for future development. The RE of "searcher of alternative sites and programs for the certification of inservice educators" (M=2.9) was discerned by the respondents as having the least potential for future development. Significant differences surfaced within the subgroups of the demographic variable of primary professional responsibility ($p < .03$) where those who were school system curriculum coordinators/supervisors assessed a significantly higher (Scheffe) potential for future development of the RE's than the respondents who were teacher center directors/coordinators.

Preservice Teachers

The four distributions of rating scores were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test". The rating distributions for the importance-relevance, presence, and future development scales were found to be normal; however, the satisfaction score-distribution was found to be not normal. In the case of this treatment, the nonparametric technique, Kruskal-Wallis Analysis of Variance by Ranks, was employed instead of the parametric classical one-way analysis of variance. The rating dimension of important-relevance (TABLE 8) received the highest overall mean rating (M=12.4) and the presence of the identified RE's for the preservice teacher bagged the lowest overall mean rating (M=9.1).

The specific RE of "recipient of preservice training and preparation" (TABLE 8) exhibited the greatest level of satisfaction (M=2.9), whereas the RE's of "experimentation subject in terms of a different preservice training/preparation model" (M=2.7) and "modeler of product prepared/trained by way of a different process" (M=2.7) represented the least degree of satisfaction among the professional educators. No significant differences were found among the demographic dimensions.

The data also revealed (TABLE 8) that the RE of "recipient of preservice training and preparation" was deemed by the respondents as being the most important/relevant (M=3.3). The RE's that were discerned to be the least important/relevant were "experimentation subject in terms of a different preservice training/preparation model" (M=3.0) and "modeler of product prepared/trained by way of a different process" (M=3.0). Significant differences were found with respect to years of professional education experience ($p < .008$) where the subjects with 1 to 5 years of professional experience significantly (Scheffe) deemed the greater importance-relevance of the RE's than did the respondents with over 20 years of professional experience.

The RE of "recipient of preservice training and preparation" (TABLE 8) was viewed by the respondents as being of the greatest presence (M=2.7). "Modeler of product prepared/trained by way of a different process" was the RE assessed as occurring least often (M=2.0). Significant differences surfaced in reference to the demographic dimensions of years of professional education experience ($p < .05$) where those with 6 to 10 years of experience viewed a significantly greater presence (Scheffe) of the RE's than those with over 20 years of experience; age ($p < .03$) where the respondents between the

TABLE 8

ROLE EXPECTATIONS FOR THE PRESERVICE TEACHER

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Recipient of preservice training and preparation	2.9		3.3		2.7	$p < .05$ YEXP (ANOVA) Scheffe #2> #5	3.2	$p < .002$ YEXP (ANOVA) Scheffe #4 > #5
Intern in teacher center program and activities	2.8		3.2	$p < .008$ YEXP (ANOVA) Scheffe #1> #5	2.1	$p < .03$ AGE (ANOVA) Scheffe #2> #3	3.1	
Experimentation subject in terms of a different preservice training/preparation model	2.7		3.0		2.2		3.0	$p < .03$ PPR (ANOVA) Scheffe #8 > #9
Modeler of product prepared/trained by way of a different process	2.7		3.0		2.0	$p < .03$ AB (ANOVA) Scheffe #2> #4	3.0	
TOTAL MEAN RATING	11.1	-	12.4	N	9.1	N	12.2	N

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

ages of 31 to 40 years old assessed the significantly greater presence of the RE's than those between the ages of 41 to 50 years old; and academic background ($p < .03$) where those with a bachelor's degree plus 21 to 40 semester hours significantly judged the greater presence of the RE's than did the respondents possessing a bachelor's degree plus 61 to 80 semester hours of graduate credit.

The RE of "recipient of preservice training and preparation" (TABLE 8) was emphasized as having the greatest potential for future development (M=3.2) whereas the RE's of "experimentation subject in terms of a different preservice training/preparation model" (M=3.0) and "modeler of product prepared/trained by way of a different process" (M=3.0) were viewed as having the least potential for future development. Significant differences were found among the respondent demographic subsets of years of teaching experience ($p < .02$) where the respondents with 16 to 20 years of experience rated significantly higher (Scheffe) the potential for future development of the preservice teacher RE's than did those with over 20 years of professional experience; and primary professional responsibility ($p < .03$) where the college/university professors viewed a significantly greater potential for future development than the college/university administrators.

Community/Parents

The frequency rating distributions for the four scales were tested for normality, and all four were found to be normal using the "Kolmogorov-Smirnov Goodness of Fit Test". The variable of potential for future development received the highest (TABLE 9) total mean rating of 18.9, and the rating dimension of importance-relevance of the RE's for the parents/community received the lowest overall mean rating of 11.9. This pattern is somewhat different than those overall mean ratings previously discussed.

The respondents appeared to be (TABLE 9) most satisfied with the RE of "identifier of community and/or supplemental resources" (M=2.9) and least satisfied with the RE of "establisher of preparation/training priorities and services provided by the teacher center" (M=2.1). Significant differences surfaced with respect to academic background of the respondents ($p < .03$) where those with a bachelor's degree plus 0 to 20 semester hours were significantly (Scheffe) more satisfied with RE's than were the subjects possessing a bachelor's degree plus 61 to 80 semester hours of graduate credit; and school system contract negotiator ($p < .02$) where the respondents without a contract negotiator were significantly more satisfied with RE's than the respondents represented by NEA.

The RE of "identifier of community and/or supplemental resources"(TABLE 9) was deemed to be the most important-relevant (M=3.1). The RE of "establisher of preparation/training priorities and services provided by the teacher center" (M=2.2) was discerned as the least important-relevant. Significant difference existed within the demographic dimensions of years of professional education experiences ($p < .01$) where those with 6 to 10 years of experience significantly (Scheffe) judged the RE's to be more important/relevant than the respondents with over 20 years of experience, and age ($p < .006$) where the subjects between the ages of 31 to 40 years old significantly emphasized the

TABLE 9

ROLE EXPECTATIONS FOR THE PARENT/COMMUNITY

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Advisor to program activities and logistical planning	2.5		2.7		1.9	p < .03 YEXP (ANOVA) Scheffe #1> #3	2.7	
Recipient of school related preparation and training	2.6		2.7	p <.01 YEXP (ANOVA) Scheffe #2> #5	2.0		2.8	
Evaluator of program and logistical activities	2.3	p <.03 AB (ANOVA) Scheffe #1> #4	2.4		1.7	p< .002 AGE (ANOVA) Scheffe #2 > #3	2.4	
Identifier of community and/or supplemental resources	2.9		3.1		2.0		3.1	p <.003 YEXP (ANOVA) Scheffe #2> #3
Source of insight into classroom planning	2.4		2.6	p <.006 YEXP (ANOVA) Scheffe #2> #3	1.8		2.7	
Influencer on center governance and control	2.4	p <.02 CON (ANOVA) Scheffe #3> #1	2.4		1.8	p < .001 AB (ANOVA) Scheffe #1> #6	2.3	
Establisher of preparation/training priorities and services provided by the teacher center	2.1		2.2		1.8		2.4	
TOTAL MEAN RATING	17.3		11.9		13.2		18.9	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

greater importance-relevance of the RE's than did those between the ages of 41 to 50 years of age.

The two most present RE's for the parent/community (TABLE 9) were "recipient of school related preparation and training" (M=2.0) and "identifier of community and/or supplemental resources" (M=2.0). The RE viewed the presence of least often was "evaluator of program and logistical activities" (M=1.7). Significant differences were associated with demographic variables of years of professional education experience ($p < .03$) where the respondents with 1 to 5 years of experience significantly (Scheffe) judged the greater presence of the RE's than those with 11 to 15 years of experience; academic background ($p < .001$) where the subjects possessing a bachelor's degree plus 0 to 20 semester hours emphasized a significantly greater presence of the RE's than the respondents with a bachelors' plus over 100 semester hours of graduate credit; and age ($p < .002$) where those between the ages of 31 to 40 assessed a significantly greater presence of the RE's than those between the ages of 41 to 50 years old.

The RE of "identifier of community and/or supplemental resources" (M=3.1) was viewed as having the greatest future potential development (TABLE 9) whereas the RE of "influencer on center governance and control" (M=2.3) was assessed as having the least potential. Significant differences were viewed with respect to the demographic variables of years of professional education experience ($p < .003$) where the respondents with 6 to 10 years of experience were significantly more positive (Scheffe) about the potential future development of the RE's for the parents/community than those subjects with 11 to 15 years of professional experience.

K-12 Students

The respondents' ratings on all four dimensions were tested to determine whether normal frequency distributions existed. Using the "Kolmogorov-Smirnov Goodness of Fit Test", the four sets of ratings were determined to be normal. The rating variable (TABLE 10) which received the highest total mean rating of 12.7 was importance-relevance of the RE's for the K-12 student. The presence dimension received the lowest overall mean rating of 9.7.

The student RE's received (TABLE 10) with the greatest degree of satisfaction were "recipient of the effects of teacher training and/or preparation in teacher center" (M=3.4) and "recipient of more desirable teaching-learning environments" (M=3.4). The RE judged to have the least amount of satisfaction among the respondents was "advisor to program activities and logistical planning" (M=2.5). Significant differences surfaced among the demographic dimensions of sex of the respondent ($p < .03$) where males and females differed significantly; teacher center affiliation ($p < .05$) where those with no teacher center association were significantly more satisfied (Scheffe) than those aligned with locally-funded teacher centers; and school system contract negotiator ($p < .007$) where the respondents without a contract negotiator were significantly more satisfied with the identified RE's than those represented by NEA.

The data indicated (TABLE 10) that the respondents rated the K-12 student RE of "recipient of the effects of teacher training and/or preparation in teacher center" as the most important-relevant (M=3.6), and the

TABLE 10

ROLE EXPECTATIONS FOR THE K-12 STUDENT

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Recipient of the effects of teacher training and/or preparation in teacher center	3.4	p <.03 SEX (t-test)	3.6		2.8	p <.03 AGE (ANOVA) Scheffe #2 > #3	3.5	
Advisor to program activities and logistical planning	2.5	p <.05 AFFIL (ANOVA) Scheffe #3 > #1	2.7		1.8		2.6	p <.03 YEXP (ANOVA) Scheffe #2 > #1
Experimentation subject in terms of the effects of inservice teacher training	2.9		3.0		2.3	p <.03 SYS (ANOVA) Scheffe #4 > #5	3.1	
Recipient of more desirable teaching-learning environments	3.4	p <.007 CON (ANOVA) Scheffe #3 > #1	3.5		2.9		3.5	p <.002 PPR (ANOVA) Scheffe #5 > #9
TOTAL MEAN RATING	12.3		12.7		9.7		12.6	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

RE of "advisor to program activities and logistical planning" as the least important-relevant RE (M=2.7). Significant differences were sought but none were found.

The RE deemed to be the present (TABLE 10) most often was "recipient of more desirable teaching-learning environments" (M=2.9) whereas the RE of "advisor to program activities and logistical planning" (M=1.8) was judged to be present least often. Significant differences surfaced for the demographic dimensions of age ($p < .03$) where those between 31 and 40 years old assessed a significantly (Scheffe) greater presence of the RE's than did the respondents between the ages of 41 and 50; and type of school ($p < .03$) where the respondents from rural settings viewed a significantly greater presence of the RE's than those classified as other.

The RE's rated (TABLE 10) to have the greatest potential for future development were "recipient of the effects of teacher training and/or preparation in teacher center" (M=3.5) and "recipient of more desirable teaching-learning environments" (M=3.5). The RE which reflected the least potential was "advisor to program activities and logistical planning" (M=2.6). Significant differences existed among the demographic dimensions of years of professional education experience ($p < .03$) where those with 6 to 10 years of experience perceived a significantly greater (Scheffe) potential for future development of the RE's than the respondents with 1 to 5 years of professional experience; and primary professional responsibility ($p < .002$) where school system curriculum coordinators/supervisors discerned a significantly greater potential future development of the RE's for students than did those professional educators classified as other.

Paraprofessionals

The four distributions of the four response sets were tested for normality and were found to be normal distributions using the "Kolmogorov-Smirnov Goodness of Fit Test". The rating variable of importance-relevance (TABLE 11) received highest total mean rating of 21.1. The dimension of presence received the lowest total mean rating of 16.5.

The RE's for the paraprofessional of "recipient of preservice and in-service training" and "preparer of classroom materials" both with means of 3.1 reflected the greatest degree of satisfaction among the respondents (TABLE 11). The data also revealed that the RE of "advisor for program and logistical planning and development" exhibited lowest level of satisfaction (M=2.6). Significant differences existed within the demographic subgroup responses for academic background ($p < .02$) where the respondents with a bachelor's plus 21 to 40 semester hours were significantly (Scheffe) more satisfied than those possessing a bachelor's degree plus 61 to 80 semester hours of graduate credit.

The RE of "recipient of preservice and inservice training" (TABLE 11) was judged to be the most important-relevant (M=3.3), whereas the RE's of "advisor for program and logistical planning and development" (M=2.7) and "disseminator of program and logistical activities" (M=2.7) were deemed as the least important-relevant. Significant differences were not found.

TABLE 11

ROLE EXPECTATIONS FOR THE PARAPROFESSIONAL

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Recipient of preservice and inservice training	3.1		3.3		2.4		3.3	
Advisor for program and logistical planning and development	2.6		2.7		2.0	p <.03 YEXP (ANOVA) Scheffe #2 > #5	2.8	
Helper in the development of inservice training materials	2.9	p <.02 AB (ANOVA) Scheffe #2 > #4	3.1		2.2		2.9	
Disseminator of program and logistical activities	2.8		2.7		2.1	p <.01 AGE (ANOVA) Scheffe #2 > #3	2.9	
Preparer of classroom materials	3.1		3.0		2.6		3.1	p <.005 PPR (ANOVA) Scheffe #5 > #2
Instructor of students in small groups or individually	3.0		3.2		2.6		3.2	
Tester of students in small groups or individually	2.9		3.0		2.6	p <.05 AB (ANOVA) Scheffe #2 > #3	3.1	
TOTAL MEAN RATING	20.4		21.1		16.5		21.3	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

Three RE's were deemed (TABLE 11) to be present most often with means of 2.6. The RE of "advisor for program and logistical planning and development" (M=2.0) was discerned as occurring least often. Significant differences surfaced among the demographic variables of years of professional education experience ($p < .03$) where the respondents with 6 to 10 years of experience viewed a significant greater (Scheffe) presence of the RE's than those with over 20 years of experience; age ($p < .01$) where those between 31 to 40 years old judged the greater presence of the RE's than did those between the ages of 41 to 50 years old; and academic background ($p < .05$) where the subjects with a bachelor's degree plus 21 to 40 semester hours significantly assessed the greater presence of the RE's than did their counterparts possessing a bachelor's degree plus 41 to 60 semester hours of graduate credit.

The RE which exhibited (TABLE 11) the greatest potential for future development was "recipient of preservice and inservice training" (M=3.3). The data also indicated that the RE for the paraprofessional which typified the least potential was "advisor for program and logistical planning and development" (M=2.8). Significant differences existed for the demographic dimension of primary professional responsibility ($p < .005$) where the school system curriculum coordinators/supervisors judged a significantly greater (Scheffe) potential for future development of the identified RE's than did the teacher center directors/coordinators.

State Education Department Officials

The distribution of scores or ratings for the four scales were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test", and all four were found to be normal. The dependent measures of importance-relevance and potential for future development both with total mean ratings of 18.8 (TABLE 12) were judged the highest by the respondents. The rating dimension of presence of the RE's for state education department personnel received the lowest rating which was 15.1.

The RE's of "disseminator of program activities", "funder of selected types of program activities and training experiences", and "provider of selected types of technical assistance" all with means of 3.1 were found to have the greatest level of satisfaction (TABLE 12). The RE which was judged to invoke the least degree of satisfaction was "evaluator of inservice preparation and teacher centers" (M=2.5). No significant differences were found among the subgroups of the demographic variables.

The data (TABLE 12) revealed that the RE of "provider of selected types of technical assistance" was perceived by the respondents as being the most important (M=3.4), and the RE of "evaluator of inservice preparation and teacher centers" (M=2.8) as the least important-relevant. Significant differences were found in terms of the sex of the respondent ($p < .05$) where males and females differed significantly about the importance and/or relevance of the identified RE's.

The RE of "recommender of funding from the federal government" (M=2.9) was discerned (TABLE 12) as being present most often, whereas the RE's of

TABLE 12

ROLE EXPECTATIONS FOR THE STATE EDUCATION DEPARTMENT PERSONNEL

Role Dimensions	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Disseminator of program activities	3.1		3.2		2.4		3.1	
Funder of selected types of program activities and training experiences	3.1		3.3		2.6	$p < .03$ AGE (ANOVA) Scheffe #2 > #3	3.4	
Provider of selected types of technical assistance	3.1		3.4	$p < .05$ SEX (t-test)	2.5		3.3	$p < .04$ SEX (t-test)
Evaluator of inservice preparation and teacher centers	2.5		2.8		2.4		3.0	
Recommender of funding from federal government	3.0		3.2		2.9	$p < .05$ SYS (ANOVA) Scheffe #4 > #1	3.1	
Provider/instructor for inservice education	2.7		2.9		2.4		3.0	
TOTAL MEAN RATING	17.4		18.8		15.1		18.8	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

"disseminator of program activities", "evaluator of inservice preparation and teacher centers", and "provider/instructor for inservice education" all with means of 2.4 were viewed as occurring least often. Significant differences surfaced with respect to the demographic dimensions of age ($p < .03$) where the respondents between the ages of 31 to 40 years old significantly (Scheffe) viewed to a greater extent the presence of the RE's than did those between the ages of 41 to 50 years of age; and type of school system ($p < .05$) where those from rural settings discerned the greater presence of the RE's than the subjects from large cities with populations over 100,000.

The RE of "funder of selected types of program activities and training experiences" was rated (M=3.4) as having the greatest potential for future development (TABLE 12). The RE's of "provider/instructor for inservice education" (M=3.0) and "evaluator of inservice preparation and teacher centers" (M=3.0) were discerned as having the least potential for future development. Significant differences were found for the sex of the respondent ($p < .04$) where discrepancies between males and females existed with respect to the potential for future development of the RE's for state education department personnel.

Role Expectations: Global Perspective and Summary

An examination of the data from a broader perspective or a "bigger picture" (TABLE 13) indicated that the dependent variable of potential for future development of the role expectations (RE's) for all identified role incumbents was rated the highest with a grand-total-mean of 191.5. The dependent measure of presence of all RE's for all role incumbents with a grand-total-mean of 153.0 was rated the lowest by the respondents.

With respect to the satisfaction with the role expectations, the highest degree of satisfaction (TABLE 13) was associated with those of the inservice teacher (mean-of-means = 3.3). The role incumbent of which the role expectations were deemed the least satisfactory was that of the parents/community (mean-of-means = 2.3). Significant differences were found with respect to the demographic dimensions of academic background ($p < .01$) where the respondents with a bachelor's degree plus 21 to 40 semester hours were significantly more satisfied (Scheffe) with all of the RE's for all role incumbents than were the subjects with a bachelor's degree plus 61 to 80 semester hours of graduate credit; sex ($p < .02$) where males and females possessed significantly different levels of satisfaction; and school system contract negotiator ($p < .03$) where those without any contract negotiator were significantly more satisfied with all of the RE's for all role incumbents than were those represented by NEA.

In terms of the importance/relevance of the RE's, the role expectations affiliated with the inservice teacher were judged (TABLE 13) to be the most important-relevant (mean-of-means = 3.5), whereas the identified RE's associated with the parents/community (mean-of-means = 2.6) were discerned the least important/relevant when considering all responses to all sets of RE's. No significant differences were found among the subsets of the demographic variables.

TABLE 13

ROLE EXPECTATION COMPARISONS

Role Incumbents	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Inservice Teacher (mean of means)	22.9 3.3		24.2 3.5		19.4 2.8	p <.02 YEXP (ANOVA) Scheffe #2 > #3	23.6 3.4	
Inservice Administrator (mean of means)	19.9 2.9	p <.01 AB (ANOVA) Scheffe #2 > #4	21.1 3.1		18.0 2.6		20.5 2.9	
University/College Professor (mean of means)	18.1 3.1		19.7 3.3		15.8 2.7		19.8 3.3	
University/College Administrator (mean of means)	14.0 2.8		15.0 3.0		12.8 2.5	p <.01 AGE (ANOVA) Scheffe #2 > #3	14.3 2.9	
Association/Union Personnel (mean of means)	16.5 2.8	p <.02 SEX (ANOVA)	18.0 3.1		14.3 2.4		18.0 3.0	p <.02 PPR (ANOVA Scheff #5 > #
Certification Official (mean of means)	11.1 2.8		12.1 3.1		9.0 2.3	p <.003 AB (ANOVA) Scheffe #1 > #3	12.0 3.0	
Preservice Teachers (mean of means)	11.1 2.8		12.4 3.1		9.1 2.2		12.2 3.1	
Parents/Community (mean of means)	17.3 2.5	p <.03 CON (ANOVA) Scheffe #3 > #1	11.9 2.6		13.2 1.9		18.9 2.6	
K-12 Students (mean of means)	12.3 3.1		12.7 3.2		9.7 2.5	p <.05 SYS (ANOVA) Scheffe #4 > #1	12.6 3.2	
Paraprofessionals (mean of means)	20.4 2.9		21.1 3.0		16.5 2.4		21.3 3.0	
State Education Dept. Personnel (mean of means)	17.4 2.9		18.8 3.1		15.1 2.5		18.8 3.2	
GRAND TOTAL MEAN RATING	181.0		187.0		153.0		191.5	

In reference to the presence of the RE's for all role incumbents, those associated with the inservice teacher (TABLE 13) were rated as being present most often (mean-of-means = 2.8). The RE-set perceived to be present least often was associated with the role incumbent of parents/community (mean-of-means = 1.9). Significant differences also existed among the amassed data in terms of all roles for the demographic dimensions of years of professional experience ($p < .02$) where the respondents with 6 to 10 years of experience viewed a significantly greater presence (Scheffe) of the RE's for all roles than did those possessing 11 to 15 years of experience; age ($p < .01$) where the subjects between 31 to 40 years old judged a significantly greater presence of the RE's than did those between 41 to 50 years of age; academic background ($p < .003$) where those with a bachelor's degree plus 0 to 20 semester hours emphasized a significantly greater presence of the RE's than did the respondents possessing a bachelor's degree plus 41 to 60 semester hours of graduate credit; and school system type ($p < .05$) where the subjects from rural settings assessed a significantly greater presence of the RE's than the respondents from large cities with a population over 100,000.

When considering the potential for future development of the RE's for all roles (TABLE 13), those affiliated with the inservice teacher exhibited the greatest potential (mean-of-means = 3.4). The RE-set which reflected the least potential for future development was associated with the parents/community role (mean-of-means = 2.6). Significant differences surfaced within the collective data for all role expectations with respect to the demographic variable of primary professional responsibility ($p < .02$) where the school system curriculum coordinator/supervisor discerned a significantly greater (Scheffe) potential for future development of the RE's than did the college/university administrators.

It should also be noted that the RE's for the college/university professor was consistenly rated (TABLE 13) the second highest in terms of satisfaction (mean-of-means = 3.1), importance-relevance (mean-of-means = 3.3), presence (mean-of-means = 2.7), and potential future development (mean-of-means = 3.3).

A global analysis of the statistically significant differences (TABLE 14) among the role expectations for all defined roles and the subgroups of the demographic variables might shed some light on existing discrepancies which existed among the responses. There was a total of 61 significant differences found at the .05 level or less which might reflect much lack of harmony on the part of the respondents.

In terms of the identified roles and their expectations (TABLE 14), 11 significant differences were attributed to the RE's of the inservice teacher, 8 associated with the RE's of the parents/community, and 7 each affiliated with the RE's of the college/university professor and the K-12 student. These role expectations basically represent those where a variety of perceptions existed among the respondents which led to the most dissonance in their responses. The RE's, where there appeared to be much harmony or accordance among the responses to the roles, were associated with the university/college administrator with no significant differences, certification officials with 3 significant differences, and state education department personnel with 4 significant differences.

TABLE 14

SUMMARY OF STATISTICAL SIGNIFICANT DIFFERENCES AMONG ROLE EXPECTATIONS

Demographics / Role Expectations	Years of Profess. Experience	Age Groups	Academic Background	Sex	Prim. Profess. Responsibility	Teacher Center Affiliation	Contract Negotiator	Types of School System	TOTALS
Inservice Teacher	.05			.006	.03 .02	.05 .006	.03 .02	.001 .04 .01	11
Inservice Administrator			.02	.03		.003 .02		.001	5
University/College Professor			.03		.04 .008 .05	.01	.05	.001	7
University/College Administrator									0
Association/Union Personnel	.03	.03	.03	.04			.05		5
Certification Officials	.04				.03		.04		3
Preservice Teachers	.05 .008 .002	.03	.03		.03				6
Parents/Community	.03 .01 .003	.002 .006	.001 .03				.02		8
K-12 Students	.03	.03		.03	.002	.05	.007	.03	7
Paraprofessionals	.03	.01	.02		.005 .05				5
State Educ. Dept. Personnel		.03		.04 .05				.05	4
TOTALS	11	7	7	6	10	6	7	7	61

OTHER TOTALS	NO. OF SIGNIFICANT DIFFERENCES
Satisfaction Scale	16
Importance/Relevance Scale	9
Presence Scale	24
Future Development Scale	+ 12
	61

The significant differences across the demographic variables (TABLE 14) represented more stability and less variance than those associated with the defined roles. The demographic variable of years of professional experience led the way with 11 significant differences and primary professional responsibility running a close second with 10 significant differences. Four other demographic dimensions had 7 and two claimed 6 significant differences.

The significant differences viewed across the four dependent measures or rating scales represented much harmony and much disagreement among the response patterns (TABLE 14). The greatest number of significant differences were associated with the presence scale (n=16) which reflected a great deal of dissonance existing among the respondents about the presence of the identified role expectations. The rating dimension of importance/relevance collected 9 significant differences which was representative of the fewest. The respondents were more in agreement on this dimension and viewed the RE's, for the most part, as being important with, however, a few expections.

Conclusions Concerning Role Expectations

Given the limitations inherent in this phase of the overall investigation and data collected from the respondents, it appears fairly safe to draw the following conclusions:

- The role expectation of "recipient of inservice training" for the inservice teacher was consistently rated the highest in terms of satisfaction, importance/relevance, presence, and potential future development.

- The greatest amount of disagreement over the role expectations for the inservice teacher was represented by the demographic characteristics related to population densities of the municipalities presently represented by the professional educators.

- The role expectation of "facilitator of inservice training" for the inservice administrator was rated as the highest priority with respect to satisfaction, importance/relevance, presence, and potential future development.

- The role expectations of "researcher adding to knowledge base" and "provider of an array of technical assistance" for the college/university professor was consistently deemed with favor in terms of satisfaction, importance/relevance, presence, and potential future development. The role expectation of "evaluator of inservice preparation and teacher center" was consistently viewed with disfavor by the professional educators.

- The greatest disparity over the role expectations for the college/university professor was associated with the demographic dimension of the primary professional responsibility of the respondents.

- The role expectation of "establisher of policy and procedure concerning graduate credit for teacher center courses, workshops, etc." for the college/university administrator was received with the greatest amount of favor in terms of satisfaction, importance/relevance, presence, and potential for future development. The role expectation of "maintainer of adversary position and lobbyer for college/university teacher preparation" was consistently viewed as the lowest order priority.

- The role expectation for the local association/union personnel of "funder of selected types of program activities and training experiences" was rated with the least satisfaction, importance/relevance, presence and potential for future development.

- The role expectation for the certification official of "searcher for alternative sites and programs for the certification of inservice educators" was viewed consistently with the least amount of favor in terms of satisfaction, importance/relevance, presence, and potential future development.

- The role expectation for the preservice teacher of "recipient of preservice training and preparation" was consistently rated the highest in reference to satisfaction, importance/relevance, presence and potential for future development.

- The greatest amount of dissonance over the role expectations for the preservice teacher was associated with the demographic dimension of years of professional education experience.

- The role expectation for the parents/community of "identifier of community and/or supplemental resources" was consistently rated the highest across the satisfaction, importance-relevance, presence, and potential future development dimensions.

- The role expectations for the K-12 student of "recipient of the effects of teacher training and/or preparation in teacher center" was held in the highest favor and "advisor to program activities and logistical planning" was held in the most disfavor consistently across the rating measures of satisfaction, importance-relevance, presence and potential future development.

- The role expectation for the paraprofessional of "recipient of preservice and inservice training" was consistently rated the highest in terms of satisfaction, importance-relevance, and potential for future development.

- The role expectations for the state education department professional of "funder of selected types of program activities and training experiences" and "provider of selected types of technical assistance" were consistently viewed with a great deal of favor, in contrast to the role expectations of "evaluator of inservice preparation and teacher centers" and "provider/instructor for inservice education" which witnessed much disfavor.

- The variable of potential for future development when considering all of the expectations for all of the roles was rated the highest of the dependent measures by the respondents.

- The highest degree of satisfaction, the greatest importance/relevance, the greatest presence, and the most potential for future development were associated with the role expectations for the inservice teacher when considering all expectations and all roles.

- The least degree of satisfaction, the least importance/relevance, the least presence, and the least potential for future development were affiliated with the role expectations for the parents/community when taking all expectations and all roles into account.

- The second consistently greatest degrees of satisfaction, importance/relevance, presence, and potential for future development were associated with the role expectations for the college/university professor when viewing all roles and all expectations.

- The role expectations where much dissonance existed among the perceptions of the respondents were associated with the inservice teacher, the parents/community, and the K-12 student. The role expectations which exhibited the greatest degree of harmony among the responses of the professional educators were those of the university/college administrator, certification official, and state education department personnel.

- The background dimensions of the respondents which created the greatest disparity in the assessment of the role expectations were the number of years of professional education experiences and primary professional responsibility.

- The rating or assessment dimension which created the greatest diversity among the responses was associated with the presence of the role expectations; and the rating scale which exhibited the greatest concordance of responses was affiliated with the importance/relevance of the role expectations.

FINDINGS ON FUNCTIONAL ATTRIBUTES

The "Functional Attributes Profile" was made up of four rating scales for which reliability coefficients were calculated by way of the internal consistency method referred to as alpha ("alpha coefficient of internal consistency reliability"). The alpha coefficients were 0.979 for the satisfaction scale, 0.965 for the importance-relevance scale, 0.978 for the presence scale, and 0.965 for the potential for future development scale. Content validity was established for the "Functional Attributes Profile" of the TCVOPI using the "TCVOPI Content Validation Instrument (APPENDIX B); a Kendall's Coefficient of Concordance of 0.853 was calculated for the six experts/judges rating the "Functional Attributes Profile" across the six validation dimensions.

Purpose

Purpose has been defined to mean the end to be obtained by the existence of the teacher center. A center may have inservice, preservice, special subject-matter purposes, or other reasons for existing. The respondents were asked to indicate their satisfaction with what they perceived to be the purpose of the centers, the importance-relevance of that purpose, the degree of presence of a stated purpose, and the potential for future development inherent in a teacher center's purpose. The frequency distributions for each of the four sets of ratings (satisfaction with, importance-relevance of, presence of, and potential future development of) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test." The rating scales for satisfaction and presence were found to be normal; however, the importance-relevance and the future development scales were found not to be normal. In the case of these treatments, the nonparametric Kruskal-Wallis Analysis of Variance by Ranks was employed instead of the classical one-way analysis of variance. The rating dimension (TABLE 15) of importance-relevance received the highest overall mean (M=27.9) while the dimension of presence of received the lowest rating (M=22.1).

The respondents were most satisfied (TABLE 15) with the functional attribute (FA) of "collecting instructional and training materials" (M=3.6). They were least satisfied with "intensifying and extensifying preservice teacher preparation" (M=3.1). No significant differences were found among the demographic or background variables of the respondents.

There was no substantial agreement as to the most important of the FA's for purpose since four attributes (TABLE 15) each received mean ratings of 3.6. These were "giving direction to inservice preparation," "providing an alternative form of inservice education," "providing opportunities for teachers to instruct other teachers," and "providing professional stimulus to teachers and administrators." The FA of "intensifying and extensifying preservice teacher preparation" was viewed as the least important-relevant with the lowest mean rating of 3.2. Significant differences were found among the demographic dimensional categories of school system type where the respondents differed significantly ($p < .04$) with respect to viewing the importance-relevance of purpose.

TABLE 15

FUNCTIONAL ATTRIBUTES FOR PURPOSE

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Giving direction to inservice teacher preparation	3.4		3.6		2.8		3.6	
Intensifying and extensifying preservice teacher preparation	3.1		3.2	p <.04 SYS (K-W)	2.3		3.3	
Collecting instructional and training materials	3.6		3.5		2.9		3.4	
Developing external funding proposals	3.2		3.3		2.8	p <.001 SYS (ANOVA) Scheffe #4 > #3	3.2	
Suggesting and/or recommending inservice training materials	3.4		3.5		2.9		3.4	
Providing an alternative form of inservice teacher education	3.5		3.6		2.8		3.5	
Providing opportunities for teachers to instruct other teachers	3.4		3.6		2.8		3.5	
Providing professional stimulus to teachers and administrators	3.5		3.6		2.8		3.6	
TOTAL MEAN RATING	27.1		27.9		22.1		27.5	
		N		-		N		-

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The FA's of "collecting instructional and training materials" and "suggesting and/or recommending inservice training materials" were perceived to be present (TABLE 15) most often (M=2.9). The FA deemed to be present least often (M=2.3) was "intensifying and extensifying preservice teacher preparation." Significant differences ($p < .001$) were uncovered among the subsets of the demographic dimension of school system type where the subjects from rural districts felt a significantly greater presence (Scheffe) of the identified activities in the purpose set than did those from towns with populations of less than 10,000.

The FA's of "giving direction to inservice teacher preparation" and "providing professional stimulus to teachers and administrators" were rated (M=3.6) to possess the greatest potential for future development (TABLE 15). The FA of "developing external funding proposals" was discerned as having the least potential for future development (M=3.2). No significant differences were found among the demographic variables regarding responses to the future development of the stated activities for purpose.

Orientation

The orientation of a teacher center refers to the particular direction a center might take to achieve its stated purposes. The frequency distributions (TABLE 16) for each of the four sets of rating scales (satisfaction with, importance-relevance of, presence of, and potential future development of) were tested by use of the "Kolmogorov-Smirnov Goodness of Fit Test" and all found to be normal, thus allowing for the use of parametric statistical treatments in the analysis of the responses to the four rating scales. The dimension of importance-relevance received the highest overall mean rating (M=19.4) whereas the presence dimension received the overall lowest mean rating (M=14.2).

The FA of "providing a source for mid-career rejuvenation" exhibited the greatest level of satisfaction with a mean of 3.4. The FA of "providing for training for entry into other new teaching areas because of declining enrollments" (TABLE 16) was accorded the least degree of satisfaction (M=2.7). In terms of significant differences across the selected demographic dimensions, a one-way analysis of variance revealed differences in the respondents' level of academic background ($p < .04$). Those having 81 to 100 semester hours beyond the bachelor's degree were significantly more satisfied (Scheffe) with the orientation activities than were those with 61 to 80 semester hours above the bachelor's degree.

"Providing a source for mid-career rejuvenation" was viewed as being the most important-relevance (M=3.5) among the listed FA's for orientation (TABLE 16). The FA's considered the least important-relevant (M=3.0) with respect to the orientation dimension were given to both "providing overview on career perspectives" and "providing for training for entry into other new teaching areas because of declining enrollment." There were no significant differences among the demographic variables regarding the importance-relevance of orientation as a functional attribute of teacher centers.

The professional educators deemed the FA's of "providing a source for mid-career rejuvenation" and "creating an awareness for the importance of

TABLE 16

FUNCTIONAL ATTRIBUTES FOR ORIENTATION

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Providing link between preservice and inservice teacher preparation	3.1	p <.04 AB (ANOVA) Scheffe #5> #4	3.3		2.4	p <.03 YEXP (ANOVA) Scheffe #2> #3	3.3	
Providing a source for mid-career rejuvenation	3.4		3.5		2.6		3.5	
Providing for training for entry into other new teaching areas because of decreasing enrollments	2.7		3.0		2.1	p <.007 AGE (ANOVA) Scheffe #4> #2	3.0	
Providing overview on career perspectives	2.8		3.0		2.1	p <.04 AB (ANOVA) Scheffe #1> #4	2.9	
Creating an environment for various philosophical orientations toward teaching	3.1		3.3		2.4	p <.003 SYS (ANOVA) Scheffe #4> #3	3.1	
Creating an awareness for the importance of needs assessment	3.2		3.3		2.6		3.2	
TOTAL MEAN RATING	18.3		19.4		14.2		19.0	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

needs-assessment" (TABLE 16) as being present most often (M=2.6) in reference to teacher center orientations. They felt that "providing an overview on career perspectives" and "providing training for entry into other new teaching areas because of declining enrollments" as being present least often (M=2.1). Significant differences were found by way of one-way analysis of variance between respondents based on years of professional experience, age, academic background, and type of school system. Those with 6 to 10 years of experience perceived the presence of the FA's for orientation to a significantly greater degree (Scheffe) than did those with 11 to 15 years of experience ($p < .03$). Those in the age group 51 to 60 reported a significantly greater presence of the FA's (Scheffe) than did those in the 31 to 40 age group ($p < .007$). Those with more meager academic backgrounds (bachelor's degree plus 0 to 20 hrs.) found the FA's with respect to this dimension present (Scheffe) to a significantly greater degree than did those with more (61 to 80 hrs.) post-bachelor's work ($p < .04$). Rural respondents considered these FA's present to a significantly greater degree (Scheffe) than did those in small towns ($p < .003$).

The FA considered to have the greatest potential for development as an orientation for the future was found to be (TABLE 16) "providing a source for mid-career rejuvenation" (M=3.5). Least promising for future development was cited as being "providing overview on career perspectives" (M=2.9). There were no significant differences found in regard to the demographic profiles of respondents in this functional attribute set.

Clientele

For purposes of this study the clientele of a teacher center refers to the particular groups served by the center based on their roles in the local school system. Nineteen potential client groups were identified for this study. All frequencies for all four distributions of ratings (TABLE 17) were tested for normality by using the "Kolmogorov-Smirnov Goodness of Fit Test" and found to be normal. The highest mean rating for the clientele dimension was given to future development of (M=61.2) and the lowest rating given to presence of (M=45.1). Of the 19 potential clients listed, the inservice teacher received the highest rating across all four categories as the most preferred client for teacher centers. The least preferred clients were K-12 students and former teachers.

The level of satisfaction was highest (TABLE 17) among respondents for "inservice teacher" (M=3.7). Three prospective client groups received equally low ratings (M=2.4) including "K-12 students," "unemployed teachers," and "former teachers." A one-way analysis of variance identified significant differences between rural and large-city respondents; rural professional educators indicated a significantly higher degree of satisfaction (Scheffe) with the stated FA's for clientele than did large-city persons ($p < .03$).

The "inservice teacher" was deemed to be the most important-relevant clientele for centers to service (TABLE 17) as indicated by a high mean of 3.8. Least important-relevant was determined to be the K-12 student group (M=2.5) as potential clientele. No significant differences were found on the importance-relevance dimension regarding demographic characteristics of the respondents.

TABLE 17

FUNCTIONAL ATTRIBUTES FOR CLIENTELE

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Inservice Teachers	3.7		3.8		3.3		3.8	
Preservice Teachers	2.9		3.2		2.5		3.3	
Inservice Administrators	3.1	p <.03 SYS (ANOVA) Scheffe #4 > #1	3.4		2.5	p <.03 YEXP (ANOVA) Scheffe #2 > #3	3.5	p <.02 SEX (t-test)
Administrative Interns	2.9		3.1		2.7		3.2	
Counselors	3.1		3.2		2.5		3.2	
Curriculum Coordinators	3.2		3.4		2.5		3.3	
Paraprofessionals	3.1		3.2		2.4		3.3	
Teacher Aides	3.0		3.6		2.4	p <.05 AGE (ANOVA) Scheffe #2 > #3	3.3	
Pre-School Teachers	3.1		3.6		2.3		3.4	
Teachers of Adults	3.0		3.3		2.1		3.3	
Supervisors	3.0		3.3		2.3		3.3	
Librarians	3.3		3.4		2.6		3.5	
Media Specialists	3.3		3.4		2.7		3.4	
Parents	2.6		3.0		2.0	p <.005 YEXP (ANOVA) Scheffe #4 > #5	3.1	
Substitute Teachers	3.0		3.2		2.3		3.2	
K-12 Students	2.4		2.5		2.0		2.6	
Part-Time Teachers	2.9		3.2		2.3		3.1	
Unemployed Teachers	2.4		2.6		1.9		2.7	
Former Teachers	2.4		2.6		1.8		2.7	
TOTAL MEAN RATING	56.4		61.0		45.1		61.2	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

"Inservice teachers" were perceived as being the clientele most often served by teacher centers (M=3.3) and "former teachers" as the ones least often served (M=1.8). Significant differences were found to exist on the demographic dimensions of years of experience and age of the respondents. Those with 6 to 10 years of experience viewed the identified FA's present to a significantly greater degree (Scheffe) than did those with 11 to 15 years experience ($p < .03$). Those with 16 to 20 years experience reported the significant presence of the FA's identified in TABLE 17 more frequently (Scheffe) than did those having more than 20 years of experience ($p < .005$). The age of the respondent also proved to be a significant variable ($p < .05$) where those in the 31 to 40 age group reporting a significantly greater presence (Scheffe) of the stated FA's than did those between 41 to 50 years of age.

Again the inservice teacher was perceived by the respondents as having the greatest potential for future development as clients for teacher centers (TABLE 17) by receiving a mean of 3.8. The least promising future client proved to be the "K-12 student" which was accorded a low mean of 2.6. Significant differences were revealed by use of the t-test based on the sex of the respondents ($p < .02$) in terms of the potential future development of the FA's.

Finance

The means by which the services provided by the teacher center are funded have been investigated (TABLE 18) along the four dimensions of satisfaction with, importance-relevance of, presence of, and potential future development of. The four sets of scores were tested for normality and found to be normal. The dimension of importance-relevance received the highest overall mean rating (M= 20.6) while presence of received the lowest rating (M=17.4).

The respondents were most satisfied with the FA of "providing means for procuring supplies necessary for administration and service component of the center" (TABLE 18) affording this activity a mean of 3.4. "Providing means for maintaining the physical plant of teacher center" and "providing means for developing proposals to seek sources of external funds" were tied with the lowest mean ratings of 3.1. A t-test revealed statistically significant differences among degrees of satisfaction in terms of the sex of respondents ($p < .008$).

The most important-relevant FA for centers (TABLE 18) was considered to be "providing means for release of classroom teachers to attend inservice sessions" (M=3.6). Of least importance in the financial realm was "providing means for maintaining the physical plant of teacher center" (M=3.3). No significant differences were found across the demographic characteristics of the respondents regarding the importance-relevance of the identified activities.

The FA reported as present most frequently (TABLE 18) was to "provide means for procuring supplies necessary for administration and service component of the center" (M=3.1). The following three FA's received equally low mean ratings (M=2.8): "providing means for maintaining the physical plant of teacher centers," "providing means and/or tapping community resources for planning and program development," and "providing means for developing proposals to seek other sources of external funds." A one-way analysis of variance surfaced significant differences in terms of the demographic variable of school system locale; the respond-

TABLE 18

FUNCTIONAL ATTRIBUTES FOR FINANCE

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Providing means for maintaining the physical plant of teacher center	3.1		3.3		2.8		3.2	
Providing means for procuring supplies necessary for administration and service component of the center	3.4	p <.008 SEX (t-test)	3.4		3.1	p <.007 SYS (ANOVA) Scheffe #4 > #1	3.3	
Providing means for obtaining professional consultant services for program development and evaluation projects	3.3		3.5		3.0		3.4	
Providing means for and/or tapping community resources for planning and program development	3.2		3.4		2.8		3.4	
Providing means for developing proposals to seek other sources of external funds	3.1		3.4		2.8		3.4	
Providing means for the release of classroom teachers to attend in-service sessions	3.3		3.6		2.9		3.6	
TOTAL MEAN RATING	19.4		20.6		17.4		20.3	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

ents from small cities significantly (Scheffe) assessed the greater presence of the FA's than did their rural counterparts ($p < .007$).

The respondents were in greatest agreement where future financial developments should be directed toward the problem of "providing means for the release of classroom teachers to attend inservice sessions" (M=3.6) as revealed in TABLE 18. Of least importance was the function of "providing means for maintaining the physical plant of the teacher center" (M=3.2). No significant differences were found among the demographic dimensions regarding the future development for finance.

Governance

The framework through which decisions are made regarding policy and programs for a center has been considered under the rubric of governance. The four distributions of rating scores (TABLE 19) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test." The rating distributions for the satisfaction with and presence of scales were found to be normal; however, the importance-relevance and the future development scales were not normal distributions requiring the use of the nonparametric Kruskal-Wallis Analysis of Variance by Ranks instead of the one-way analysis of variance usually employed with parametric data. The highest overall mean rating for governance was given the importance-relevance dimension (M=14.0). The lowest overall mean rating (M=11.7) was accorded to the presence dimension.

Both "providing a framework for program administration, coordination, and function" and "developing and implementing the philosophy and goals of the teacher center" were seen by respondents as equally satisfying as governance functions (TABLE 19) and received the highest mean ratings of 3.4. Least satisfying as governance functions for centers were "providing a chain of command for carrying out administrative and program activities" and "facilitating the linkage and communication between the teacher center and the school system, state, and colleges/universities" (M=3.2). Significant differences surfaced between town and rural respondents ($p < .003$) indicating a greater level of satisfaction (Scheffe) with the governance activities on the part of town respondents when compared to their rural counterparts.

The respondents judged the FA's of "developing and implementing the philosophy and goals of the teacher center" and "providing a framework for program administration, coordination, and function" (TABLE 19) as being the most important-relevant (M=3.6). They gave the lowest mean rating to "providing a chain of command for carrying out administrative and program activities" (M=3.3). Significant differences among the ages of the respondents were uncovered ($p < .03$) by way of the Kruskal-Wallis One-Way Analysis of Variance by Ranks.

"Developing and implementing the philosophy and goals of the teacher center" received the highest perceived presence (TABLE 19) with a mean of 3.0. All other FA's for governance were perceived as being present at the same level (M=2.9). A one-way analysis of variance revealed significant differences ($p < .001$) between subjects from towns and those responding from the category "other." "Others" reported the presence of the stated FA's to a significantly greater degree (Scheffe) than did town respondents.

TABLE 19

FUNCTIONAL ATTRIBUTES FOR GOVERNANCE

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Providing a framework for program administration, coordination, and function	3.4	P <.003 SYS (ANOVA) Scheffe #4> #3	3.6		2.9	p <.001 SYS (ANOVA) Scheffe #5> #3	3.5	
Providing a chain of command for carrying out administrative and program activities	3.2		3.3		2.9		3.2	
Facilitating the linkage and communication between the teacher center and the school system, state, and colleges/universities	3.2		3.5	p <.03 AGE (K-W)	2.9		3.5	
Developing and implementing the philosophy and goals of the teacher center	3.4		3.6		3.0		3.4	
TOTAL MEAN RATING	13.2		14.0		11.7		13.6	
	N		-		N		-	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The FA's of "facilitating the linkage and connection between the teacher center and the school system, state, and colleges/universities" and "providing a framework for program administration, coordination, and function" (TABLE 19) both were deemed to have the greatest potential for future development (M=3.5). The respondents viewed the function of "providing a chain of command for carrying out administrative and program activities" as having the least future potential for development (M=3.2). No significant differences were noted across the demographic dimensions of the respondents for the FA's.

Incentives

For purposes of this study incentives were considered to be the practices of the center that tend to stimulate participation by the clientele. The distributions of responses (TABLE 20) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test" and all were found to be normal. The highest total mean rating (M=12.1) was given to the importance-relevance of incentives. The lowest mean rating was accorded to presence (M=10.5).

An examination of TABLE 20 across all four rating categories indicated "facilitating teacher participation in teacher center programs and activities" was rated consistently highest across all four rating categories while "providing cost-free preparation for teacher aides and paraprofessionals" was rated consistently the lowest in all four categories. The specific mean ratings were as follows: Satisfaction's high mean was 3.4 and the low was 2.7. Importance-relevance gathered a high mean of 3.7 and a low of 3.0. Presence was given a high mean of 3.0 and a low of 2.4. Future development was rated with a high of 3.6 and a low of 3.0. The only significant differences noted among the respondents along demographic variables was with regard to the presence of the stated FA's. A one-way analysis of variance revealed significant differences ($p < .001$) between respondents from towns and those from large cities. Small town subjects considered the FA's present to a significantly greater degree (Scheffe) than did those from large cities.

Location

The physical site and/or place in which the center carries out its functions were also investigated. The response distributions for the FA's (TABLE 21) associated with location were tested for normality using the "Kolomogorov-Smirnov Goodness of Fit Test" and all were found to be normal with the exception of the "importance-relevance" rating scale. The highest overall mean rating (M=9.8) was achieved by the future development scale while presence of recorded the lowest overall mean rating (M=7.6).

The respondents were most satisfied (TABLE 21) with the FA for location designated as "centralizing teacher professional development materials, classroom preparation materials, and classroom instructional aids" (M=3.3). They were least satisfied with the FA subgrouping of "facilitating community participation in the planning and development in teacher center activities" (M=2.6). No significant differences surfaced among demographic variables for this rating dimension.

The FA for location receiving the highest mean response (TABLE 21) in the importance-relevance category was "facilitating access for teacher/paraprofessional participation in teacher center program activities" (M=3.4). The lowest

TABLE 20

FUNCTIONAL ATTRIBUTES FOR INCENTIVES

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Developmer	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphic
Facilitating teacher participation in teacher center programs and activities	3.4		3.7		3.0	p <.001 SYS (ANOVA) Scheffe #4 > #1	3.6	
Rewarding teachers willing to devote extra time to classroom preparation and continuing education	3.2		3.6		2.7		3.5	
Facilitating community involvement in the schools	2.8		3.1		2.4		3.2	
Providing cost-free preparation for teacher aides and paraprofessionals	2.7		3.0		2.4		3.0	
TOTAL MEAN RATING	12.1		13.4		10.5		13.3	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

TABLE 21

FUNCTIONAL ATTRIBUTES FOR LOCATION

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Centralizing teacher professional development materials, classroom preparation materials, and classroom instructional aids	3.3		3.3		2.8	p <.01 YEXP (ANOVA) Scheffe #1> #4	3.4	
Facilitating community participation in the planning and development of teacher center activities	2.6		2.8		2.1	p <.03 SEX (t-test)	2.9	
Facilitating access for teacher/paraprofessional participation in teacher center program activities	3.2		3.4		2.7	p <.03 SYS (ANOVA) Scheffe #2> #3	3.5	
TOTAL MEAN RATING	9.1		9.5		7.6		9.8	
	N		-		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

mean response was garnered by "facilitating community participation in the planning and development of teacher center activities" (M=2.8). No significant differences among the demographic variables were found for the importance-relevance dimension.

Mean ratings on the presence of scale were highest for the FA of (TABLE 21) "centralizing teacher professional development materials, classroom preparation materials, and classroom instructional aids" (M=2.8) than for "facilitating community participation in the planning and development of teacher center activities" which exhibited the least degree of presence (M=2.1). A number of demographic variables were found to possess significant differences upon application of a one-way analysis of variance. Years of professional experience of the respondents was found to be significant ($p < .01$) with those having 1 to 5 years of experience perceiving a significantly greater presence of (Scheffe) the FA's than did those with 16 to 20 years experience. The type of school system was also found to be a significant variable ($p < .03$) highlighting significant agreement (Scheffe) in terms of the presence of the stated FA's on the part of small city respondents than from town respondents. A t-test also revealed significant differences ($p < .03$) based on the sex of the respondents.

The data (TABLE 21) revealed that the FA of "facilitating access for teacher/paraprofessional participation in center program activities" seemed to have the most promise for future development in the location of centers (M=3.5). A considerable lower rating was given to "facilitating community participation in the planning and development of teacher center activities" (M=2.9) as having least potential for future development for location. No significant differences surfaced following all applications of statistical treatments on the demographic variables.

Staffing

The activities identified for this FA centered on the activities of those professionals chiefly responsible for the operation of a teacher center and the coordination of its activities. The distributions (TABLE 22) of responses were tested for normality and all were found to be normal except for the satisfaction dimension. Both the importance-relevance and future development scales received the highest total mean rating (M=16.7). The lowest overall mean rating was afforded to the presence of dimension (M=13.1).

The most satisfactory (TABLE 22) of the FA's was a shared honor between "providing teacher input into program planning and development" and "providing opportunities for teachers to deliver and/or instruct inservice programs for other teachers," both receiving means of 3.4. There was general agreement that "creating new and testable community-based quasi-professional roles for parents and community leaders" was the least satisfactory activity for staff to undertake (M=2.6). There were no significant differences based on demographics as tested.

Two FA's tied for highest mean response on the importance-relevance dimension (TABLE 22). They were "providing teacher input into program planning and development" and "providing opportunities for teachers to deliver and/or instruct inservice programs for other teachers" (M=3.6). Of least importance-relevance for staff was the FA of "creating new and testable community-based

TABLE 22

FUNCTIONAL ATTRIBUTES FOR STAFFING

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Creating new and testable school-based professional roles for teachers	3.0		3.3		2.5	p <.01 YEXP (ANOVA) Scheffe #2 > #3	3.3	
Providing teacher input into program planning and development	3.4		3.6		2.9		3.5	
Providing leadership with respect to professional growth and development within the teacher "ranks"	3.3		3.5		2.9	p <.003 SYS (ANOVA) Scheffe #4> #1	3.6	
Creating new and testable community-based quasi-professional roles for parents and community leaders	2.6		2.7		2.0		2.7	
Providing opportunities for teachers to deliver and/or instruct in-service programs for other teachers	3.4		3.6		2.8		3.6	
TOTAL MEAN RATING	15.7		16.7		13.1		16.7	
	-		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

quasi professional roles for parents and community leaders" (M=2.7). No significant demographic factors surfaced among the importance-relevance ratings.

The respondents reported two FA's as present to the greatest degree (TABLE 22). They were "providing teacher input into program planning and development" and "providing leadership with respect to professional growth and development within the teacher-ranks" (M=2.9). Least present (M=2.0) was "creating new and testable community-based quasi-professional roles for parents and community leaders." Significant differences arose among responses to the demographic variable of years of professional experience. A one-way analysis of variance surfaced differences of those respondents with 6 to 10 years of experience who reported a greater presence of (Scheffe) the FA's than did those with 11 to 15 years of experience ($p < .01$). Another set of significant differences ($p < .003$) were found between those representing school systems in rural districts who reported a greater degree of presence (Scheffe) of the stated FA's than did their large city counterparts.

The FA's showing the most agreement (TABLE 22) by the respondents as having potential for future development were "providing opportunities for teachers to deliver and/or instruct inservice programs for other teachers" and "providing leadership with respect to professional growth and development within the teacher-ranks" (M=3.6). The lowest mean rating representing the activity with the least potential for future development was deemed to be "creating new and testable community-based quasi-professional roles for parents and community leaders" (M=2.7). None of the demographic variables revealed significant differences across all statistical tests.

Dissemination

The process by which information is disbursed concerning the activities of a teacher center and the coordination of its activities was examined across five identified activities (TABLE 23). The frequency distributions across all rating dimensions were tested and found to be normal. The highest total mean rating was attributed by the respondents to the future development dimension (M=16.5), and the lowest overall rating was for the presence of response scale (M=12.5). It is of interest to note that of the identified FA's for dissemination, "developing articles to be published in education journals" received consistently low mean ratings across all four dimensions while "facilitating the exchange of ideas and information across teacher centers, school systems, and colleges/universities" received the highest rating across all dimensions.

The FA of "facilitating the exchange of ideas and information across teacher centers, school systems, and colleges/universities" (TABLE 23) was perceived with the greatest degree of satisfaction by the respondents (M=3.2), and "developing articles to be published in education journals" exhibiting the least amount of satisfaction (M=2.7). A one-way analysis of variance revealed that small city respondents were significantly more satisfied (Scheffe) with the FA's for disseminating than were those from small towns ($p < .03$). No other statistically significant demographic data surfaced in the examination of the FA's.

The respondents ascribed equally highest levels of importance-relevance (TABLE 23) to "facilitating the exchange of ideas and information across teacher centers, school systems, and colleges/universities" (M=3.4) and "creating

TABLE 23

FUNCTIONAL ATTRIBUTES FOR DISSEMINATION

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Facilitating the exchange of ideas and information across teacher centers, school systems, and colleges/universities	3.2	p <.03 SYS (ANOVA) Scheffe #4> #5	3.4		2.7		3.5	p <.05 SEX (t-test)
Creating local publication outlets for teachers in terms of newsletters, monograph series, occasional papers, etc.	3.0		3.4	p <.04 PPR (ANOVA) Scheffe #5> #1	2.5		3.4	
Providing new and helpful information for universities, community and state agencies to use in program planning	3.0		3.2		2.5		3.2	
Developing articles to be published in education journals	2.7		3.0		2.2	p <.01 SYS (ANOVA) Scheffe #4 > #1	3.1	
Providing opportunities for teachers to give presentations at regional meetings of professional organizations	3.0		3.3		2.6		3.3	
TOTAL MEAN RATING	14.9		16.3		12.5		16.5	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

local publication outlets for teachers in terms of newsletters, monograph series, occasional papers, etc." (M=3.4). "Developing articles to be published in education journals" was rated the least important-relevant (M=3.0). The responses in this category varied significantly according to one's primary professional responsibilities in terms of inservice teachers and school system curriculum coordinator/supervisors who considered the FA's significantly (Scheffe) important/relevant than did the inservice teachers ($p < .04$).

"Facilitating the exchange of ideas and information across teacher centers" was judged (TABLE 23) by the respondents to be the most present (M=2.7) of the FA's. "Developing articles to be published in educational journals" was the least present of the dissemination activities (M=2.2). A one-way analysis of variance revealed significant differences ($p < .01$) between respondents from rural areas and those from large cities. The rural respondents reported a significantly greater presence (Scheffe) of the identified FA's for dissemination.

The most promising FA for future development (TABLE 23) was identified as "facilitating the exchange of ideas and information across teacher centers, school systems and colleges/universities" (M=3.5). Least likely for the future was "developing articles to be published in educational journals" (M=3.1). Significant differences among the responses based on sex were revealed through the application of a t-test ($p < .05$).

Evaluation

This FA takes into consideration the responses of the professional educators to the process for determining the significance (merit and worth) of a center's programs, products, and processes as well as the means for constructive feedback for program modification and improvement. Six activities were identified and the ratings are reported in TABLE 24. The four rating distributions were tested for normality. The distributions associated with satisfaction with and the presence of were found to be normal using the "Kolmogorov-Smirnov Goodness of Fit Test." The assumption of normality permitted the use of parametric statistical treatments (t-test and one-way analysis of variance) for these distributions. However, the responses for the importance-relevance and future development distributions were found not to be normal requiring the use of the weaker and more conservative nonparametric statistical techniques (Mann-Whitney U-test and Kruskal-Wallis One-Way Analysis of Variance by Ranks). The rating dimension for future development received the highest overall mean rating (M=21.0) and the lowest mean rating was given to the presence of dimension (M=16.8).

The FA receiving the highest mean rating (TABLE 24) in terms of satisfaction was "providing information pertinent to the development of future teacher center programs" (M=3.4). All other FA's were awarded mean ratings of 3.2. Since the distribution of responses in this category were deemed normal, a one-way analysis of variance was used to test for significant differences among the demographic characteristics. It was determined that professional educators from rural school systems were significantly more satisfied (Scheffe) with the identified FA's than were those from small towns ($p < .05$).

TABLE 24

FUNCTIONAL ATTRIBUTES FOR EVALUATION

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Providing feedback in terms of teacher center functioning and overall effectiveness	3.2	p <.05 SYS (ANOVA) Scheffe #4 > #3	3.5		2.7		3.5	
Providing information pertinent to the development of future teacher center programs	3.4		3.5		2.8	p <.05 AFFIL (ANOVA) Scheffe #3 > #4	3.6	
Providing information for the direction and refinement of the teacher center's administration and programs	3.2		3.5	p <.04 CON (K-W)	2.8		3.5	
Providing information for the making of rational decisions about teacher center functioning	3.2		3.4		2.8	p <.001 SYS (ANOVA) Scheffe #4 > #3	3.5	
Providing needs assessment for both teacher center staff and classroom teachers for use in planning	3.2		3.4		2.8		3.4	
Providing data for the assessment of individual programs and overall impact of the center	3.2		3.5		2.9		3.5	
TOTAL MEAN RATING	19.4		20.8		16.8		21.0	
	N		-		N		-	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

Four of the FA's received the highest mean ratings of 3.5 with respect to the importance-relevance of the identified evaluation activities (TABLE 24). They were "providing feedback in terms of teacher center functioning and overall effectiveness," "providing information pertinent to the development of future teacher center programs," "providing information for the direction and refinement of the teacher center's administration and programs," and "providing data for the assessment of individual programs and overall impact of the center." Only slightly less important-relevant (M=3.4) were the remaining two activities of "providing information for the making of rational decisions about teacher center functioning" and "providing needs assessment for both teacher center staff and classroom teachers for use in planning." Since the distribution of responses were not found to be normal, the Kruskal-Wallis Analysis of Variance by Ranks was utilized to determine significant differences among the demographic variables. Significant differences were uncovered among the ratings of NEA affiliated and AFT affiliated respondents ($p < .04$).

The FA deemed to be present most often (TABLE 24) in teacher center evaluations was "providing data for the assessment of individual programs and overall impact of the center" (M=2.9). The FA deemed to be present least often was "providing feedback in terms of teacher center functioning and overall effectiveness" (M=2.7). Significant differences among respondents from federally funded centers and those with no center affiliation were revealed by a one-way analysis of variance. Those from federally funded centers reported a significantly greater presence (Scheffe) of the FA's for evaluation than did those with no teacher center affiliation ($p < .05$). Also, rural respondents attached a significantly greater presence (Scheffe) to the evaluation FA's than did those respondents classified as "other" ($p < .001$).

The FA exhibiting the greatest potential for future development (TABLE 24) was "providing information pertinent to the development of future teacher center programs" (M=3.6). The FA discerned as having the least potential for future development was "providing needs assessment for both teacher center staff and classroom teachers for use in planning" (M=3.4). No significant demographic differences were revealed through the use of nonparametric statistical techniques.

Political/Legislative

The activities of a political/legislative nature (TABLE 25) that centers undertake toward their political support and the involvement with vested interest groups have been studied using four rating scales for the identified FA's. The distributions were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test," and all were found to be normal except those responses associated with the future development rating scale. Equally high overall mean ratings were given to the rating scales of future development and importance-relevance (M=12.8). The presence scale received the lowest total mean rating (M=9.6).

The respondents were most satisfied with the FA's (TABLE 25) of "providing public monies to support the development, evaluation, and research involved in teacher centers" and "delivering to the taxpayer quality classroom

TABLE 25

FUNCTIONAL ATTRIBUTES FOR POLITICAL/LEGISLATIVE

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Providing public monies to support the development, evaluation, and research involved in teacher centers	3.1		3.3		2.4	p <.004 YEXP (ANOVA) Scheffe #1 > #3	3.3	
Providing standards or guidelines to be met in the development of teacher center programs	2.9		3.0		2.5		3.0	
Mandating states to provide teacher centers as a part of their public educational system	2.7		3.0		2.1		3.0	
Delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation	3.1		3.5		2.6		3.5	
TOTAL MEAN RATING	11.8		12.8		9.6		12.8	
	N		N		N		-	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

learning and relevant inservice teacher preparation" as political/legislative activities (M=3.1) respectively. They were least satisfied with the FA of "mandating states to provide teacher centers as a part of their public educational system" (M=2.7). No significant differences emerged among the demographic variables tested for the satisfaction rating scale.

The most important-relevant FA associated with the political/legislative function (TABLE 25) was "delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation" (M=3.5). Least importance was revealed to be "providing standards or guidelines to be met in the development of teacher center programs" (M=3.0) and "mandating states to provide teacher centers as a part of their public educational system" (M=3.0). There were no significant differences in responses among the demographic variables tested.

The presence rating scale received the lowest overall rating of any of the other three rating scales (TABLE 25). The FA reported as having the highest degree of presence was "delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation" (M=2.6). Present the least was represented by "mandating states to provide teacher centers as a part of their public educational system" (M=2.1). A one-way analysis of variance indicated that respondents with 1 to 5 years of experience expressed a significantly greater presence (Scheffe) of the stated FA's than did those with 11 to 15 years of experience ($p < .004$).

The greatest potential (TABLE 25) for future development for political/legislative center activity was given the FA of "delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation" (M=3.5). The FA's receiving the lowest mean rankings for future development were "providing standards or guidelines to be met in the development of teacher center programs" (M=3.0) and "mandating states to provide teacher centers as a part of their public education system" (M=3.0). No significant differences were revealed regarding the demographic characteristics of the respondents.

Curriculum Development

This FA examined a center's functional role in constructing, updating, and implementing local curriculum goals in terms of conventional subject areas, incorporating theory into practice, and functions that bear directly and indirectly upon the development of curriculum. The rating scale receiving the highest overall mean rating was future development (M=17.3) whereas the presence scale received the lowest total mean rating (M=12.9). All distributions were normal except future development which required statistical treatment using the Kruskal-Wallis Analysis of Variance by Ranks.

The greatest level of satisfaction with the stated FA's (TABLE 26) was given to "facilitating the use of current texts and educational media" (M=3.2). "Developing the capacity to construct validated local curricula with extreme relevance," "providing a means for updating the curriculum to meet the changing needs of students," and "providing a set of rational criteria for selecting existing curricular elements and textbooks" each were viewed with the least amount of satisfaction (M=3.0). No significant differences were found among the demographic dimensions.

TABLE 26

FUNCTIONAL ATTRIBUTES FOR CURRICULUM DEVELOPMENT

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Developing the capacity to construct validated local curricula with extreme relevance	3.0		3.4	p <.04 AFFIL (ANOVA) Scheffe #4 > #3	2.5		3.4	
Providing a means for updating curriculum to meet the changing needs of students	3.0		3.5		2.5		3.5	
Providing an opportunity to incorporate the best of educational theory into actual classroom practice	3.1		3.5		2.6		3.5	
Facilitating the use of current texts and educational media	3.2		3.4		2.7		3.5	
Providing a set of rational criteria for selecting existing curricular elements and textbooks	3.0		3.3		2.6		3.4	
TOTAL MEAN RATING	15.3		17.1		12.9		17.3	
	N		N		N		-	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The data also revealed (TABLE 26) that the FA's of "providing a means for updating curriculum to meet the changing needs of students" (M=3.5) and "providing an opportunity to incorporate the best of educational theory into actual classroom practice" (M=3.5) were deemed by the respondents as being most important-relevant. Of least importance-relevance was "providing a set of rational criteria for selecting existing curricula elements and textbooks" (M=3.3). Significant differences were found with respect to teacher center affiliation ($p < .04$) where the respondents having no affiliation with a center (Scheffe) deemed the FA's to have a significantly greater importance-relevance than did those from federally funded centers.

The FA of "facilitating the use of current texts and educational media" was seen by the respondents as having the highest degree of presence (TABLE 26) of those surveyed (M=2.7). "Developing the capacity to construct validated local curricula with extreme relevance" and "providing a means for updating curriculum to meet the changing needs of students" received equally low ratings for presence (M=2.5). No significant differences among demographic variables were revealed by way of all statistical tests.

The differences between the mean ratings of the FA's with the greatest potential for future development were relatively small (TABLE 26). "Developing the capacity to construct validated local curricula with extreme relevance" and "providing a set of rational criteria for selecting existing curricular elements and textbooks" were rated only slightly lower (M=3.4) than were those with the greatest potential which were accorded mean ratings of 3.5. None of the demographic variables proved to be of significance across all statistical tests.

Research

The degree to which the center is seen by the respondents to function in the capacity of creating, designing, validating, and implementing new educational information regarding programs and classroom practices, or engaging in inquiry activities that result in the production of new knowledge is addressed under the topic of research. The rating dimension of importance-relevance (TABLE 27) received the highest total mean rating for the FA's for research (M=17.5). The lowest total mean rating was ascribed to the presence dimension (M=12.4). The distributions were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test" and all found to be normal except the satisfaction scale which was treated nonparametrically using the Kruskal-Wallis Analysis of Variance by Ranks. The FA of "creating new research avenues never before explored" was consistently rated lowest in each of the four categories.

The FA receiving the highest mean rating for satisfaction (TABLE 27) among the respondents was "providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process" (M=3.2). The subjects were least satisfied with "creating new research avenues never before explored" (M=2.9). There were no statistically significant differences across the identified demographic variables.

The respondents determined the FA of "providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process" to be the most important-relevant (M=3.7) of those listed

TABLE 27

FUNCTIONAL ATTRIBUTES FOR RESEARCH

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Creating an opportunity for translating educational theory into classroom practice	3.1		3.6		2.5	p <.001 SYS (ANOVA) Scheffe #4 >#3	3.5	
Providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process	3.2		3.7		2.6		3.5	
Providing teachers an opportunity to conduct research in interest areas with school system support of such efforts	3.1		3.5		2.4		3.4	p <.03 SEX (t-test)
Creating new research avenues never before explored	2.9		3.2		2.3		3.1	
Providing an opportunity to summatively evaluate teacher center related programs and classroom practices	3.1		3.5		2.6		3.4	
TOTAL MEAN RATING	15.4		17.5		12.4		16.9	
	-		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

(TABLE 27). Of least importance-relevance was "creating new research avenues never before explored" (M=3.2). No significant differences were found among the demographic dimensions identified.

Present to the greatest extent was "providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process" (M=2.6) and "providing an opportunity to summatively evaluate teacher center related programs and classroom practices (M=2.6). Of least presence was "creating new research avenues never before explored" (M=2.3). Rural respondents found the presence of research activities in teacher centers to be of a significantly greater degree (Scheffe) than did their town counterparts ($p < .001$).

The identified FA's (TABLE 27) discerned as having the greatest potential for future development were "creating an opportunity for translating educational theory into classroom practice" (M=3.5) and "providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process" (M=3.5). The respondents deemed the FA of "creating new research avenues never before explored" as least likely for future development (M=3.1). The application of a t-test to the data indicated sex differences in the responses to potential future development of the research-related FA's ($p < .03$).

Functional Attributes: Global Perspective and Summary

The compilation of data (TABLE 28) regarding FA's of teacher centers presents a broader perspective. The dependent variable of importance-relevance was rated highest among the four dependent measures with a grand-total-mean of 267.0. The respondents rated the presence of the identified FA's as the lowest with a grand-total-mean of 205.9. It should be noted that the FA's of purpose and governance were consistently rated higher in terms of their mean-of-means than the other identified FA's.

The FA receiving the highest degree of satisfaction (TABLE 28) was purpose (mean-of-means=3.4). Seven of the FA's recorded equally the lowest mean-of-means of 3.0 including orientation, clientele, incentives, location, dissemination, political/legislative, and curriculum development. Significant differences were found with respect to the demographic dimension of type of school system where those from rural areas were significantly more satisfied (Scheffe) with the identified FA's than were the town respondents ($p < .05$). No other significant differences were noted.

Three of the FA's listed in TABLE 28 were found to be of high importance-relevance (mean-of-means=3.5); they were purpose, governance, and research. Of least importance-relevance as indicated by low mean-of-means (3.2) were orientation, clientele, location, and political/legislative. No significant differences were found among the subsets of the demographic variables.

In reference to the presence of the identified FA's (TABLE 28), those associated with finance, and governance were rated as being present most often (mean-of-means=2.9). The FA's of orientation, clientele, and political/legislative were least often rated as being present (mean-of-means=2.4). Statistically significant differences were found between the subjects having 6 to 10 years

TABLE 28

FUNCTIONAL ATTRIBUTES COMPARISONS

Functional Attributes	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Purpose	27.1		27.9		22.1		27.5	
(mean of means)	3.4		3.5		2.8		3.4	
Orientation	18.3		19.4		14.2		19.0	
(mean of means)	3.0		3.2		2.4		3.2	
Clientele	56.4	p <.05 SYS (ANOVA) Scheife #4 >#3	61.0		45.1		61.2	
(mean of means)	3.0		3.2		2.4		3.2	
Finance	19.4		20.6		17.4		20.3	
(mean of means)	3.2		3.4		2.9		3.4	
Governance	13.2		14.0		11.7		13.6	
(mean of means)	3.3		3.5		2.9		3.4	
Incentives	12.1		13.4		10.5	p <.03 YEXP (ANOVA) Scheffe #2 >#5	13.3	
(mean of means)	3.(		3.4		2.6		3.3	
Location	9.1		9.5		7.6		9.8	
(mean of means)	3.0		3.2		2.5		3.3	
Staffing	15.7		16.7		13.1		16.7	
(mean of means)	3.1		3.3		2.6		3.3	
Dissemination	14.9		16.3		12.5		16.5	
(mean of means)	3.0		3.3		2.5		3.3	
Evaluation	19.4		20.3		16.8		21.0	
(mean of means)	3.2		3.4		2.8	p <.001 SYS (ANOVA) Scheffe #4 >#3	3.5	
Political/Legislative	11.8		12.8		9.6		12.8	
(mean of means)	3.0		3.2		2.4		3.2	
Curriculum Development	15.3		17.1		12.9		17.3	
(mean of means)	3.0		3.4		2.6		3.5	
Research	15.4		17.5		12.4		16.9	
(mean of means)	3.1		3.5		2.5		3.4	
GRAND TOTAL MEAN RATING	248.1		267.0		205.9		265.9	

experience and those having over 20 years experience ($p < .03$). Those with less experience revealed a significantly greater presence (Scheffe) of the FA's than did those with more experience. Further differences were uncovered based on the type of school system represented ($p < .001$) in which those from rural areas felt a significantly greater presence (Scheffe) of the FA's than did those from towns under 10,000.

The potential for future development of the stated FA's (TABLE 28) cited by respondents as being most likely were evaluation and curriculum development both attaining the highest mean-of-means (3.5). Least likely to develop in the future were orientation, clientele, and political/legislative which received lowest mean-of-means rating of 3.2. There were no significant differences noted relative to the investigated demographic variables.

TABLE 29 revealed a total of 36 significant differences at the .05 level or less attributed to the demographic variables listed. Fifteen of the differences (42%) were attributed to the type of school system which proved to be the most recurring single demographic variable. Least discriminating (n=1) were differences in "primary professional responsibility" and "contract negotiator." The FA's most frequently showing significant demographic differences were orientation, clientele, and dissemination, each recording 5. Three FA's shared the honor for most consistency across the demographic variables, those being incentives, political/legislative, and curriculum development having one significant difference in each case. When examining significant differences across the four dependent measures, it is obvious that the presence scale drew the largest number by far with 21 (58%) significant differences. There was considerably more agreement on the potential for future development scale which exhibited only four (11%) significant differences among demographic dimensions.

Conclusions Concerning Functional Attributes

Based on the findings and recognized limitations of this aspect of the study, it appears reasonable to have formulated the conclusions listed below.

- The respondents were most satisfied with the purpose of centers as being "collecting instructional and training materials" and least satisfied with the attribute of "intensifying and extensifying preservice teacher preparation." Functions for centers having to do with the preservice training of teachers and developing external funding proposals were ranked generally low across all four rating scales.

- "Providing a source for mid-career rejuvenation" received the highest mean ratings across all dimensions with respect to the orientation of teacher centers. The least favored orientation for centers was viewed by respondents to be those functions related to teachers entering into new areas of teaching or being provided career overview prospectives.

- The main client of teacher centers was viewed by the respondents as being the inservice teacher. Preservice teachers, part-time teachers, and paraprofessionals were mentioned less frequently, and unemployed teachers and former teachers least of all. Students and parents were viewed as unlikely clients for teacher

TABLE 29

SUMMARY OF STATISTICAL SIGNIGICANT DIFFERENCES AMONG FUNCTIONAL ATTRIBUTES

Demographics / Functional Attributes	Years of Profess. Experience	Age Groups	Academic Background	Sex	Prim. Profess. Responsibility	Teacher Center Affiliation	Contract Negotiator	Types of School System	TOTALS
Purpose								.04 .001	2
Orientation	.03	.007	.04 .04					.003	5
Clientele	.03 .005	.05		.02				.03	5
Finance				.008				.007	2
Governance		.03						.001 .003	3
Incentives								.001	1
Location	.01			.03				.03	3
Staffing	.01							.003	2
Dissemination				.05 .009	.04			.03 .01	5
Evaluation						.05	.04	.05 .001	4
Political/ Legislative	.004								1
Curriculum Development						.04			1
Research				.03				.001	2
TOTALS	6	3	2	6	1	2	1	15	36

OTHER TOTALS	NO. OF SIGNIFICANT DIFFERENCES
Satisfaction Scale	6
Importance/Relevance Scale	5
Presence Scale	21
Future Development Scale	+ 4
	36

centers. In all nineteen instances the mean ratings were higher for future development than for the other three rating scales and presence of those potential clients consistently rated lowest.

- The respondents were most satisfied with the attribute for finance of procuring supplies and viewed that function as the one present most often. Providing finances for releasing teachers to attend center functions was viewed as most important-relevant and showing the greatest promise for future development of all the listed functional attributes regarding finance. Of least concern for all respondents across all four rating dimensions was "providing means for maintaining the physical plant of teacher center."

- The involved subjects were convinced that the function of the governance mechanism should be to develop and implement the philosophy and goals of the center and to provide a framework for program administration, coordination and function. The least desirable attribute of governance was found to be "providing a chain of command for carrying out administrative and program activities." The total mean ratings for presence were conspicuously lower than those for other rating dimensions.

- Incentives were regarded as highly important and relevant, but not present to a very high degree. "Facilitating teacher participation in teacher center programs and activities" was rated consistently high on all rating dimensions while "providing cost-free preparation for teacher aides and paraprofessionals" was rated consistently low. The incentive of rewarding teachers for extra time devoted to classroom preparation was regarded as important-relevant and probably something for future development of centers.

- Of the attributes for location of centers, the respondents were most satisfied with centralizing teacher professional development materials and aids and felt this attribute to be present to a somewhat greater extent than other attributes. The importance-relevance of and the potential for future development of the attributes for location were slightly higher for "facilitating access for teacher/paraprofessional participation in teacher center program activities." Community accessibility to the teacher centers was viewed as lowest on all rating dimensions.

- The attributes for staffing of teacher centers receiving the highest level of satisfaction, importance-relevance, presence, and potential for future development were "providing teacher input into program planning and development" and "providing opportunities for teachers to deliver and/or instruct inservice programs for other teachers." Of least concern across all four rating dimensions was "creating new and testable community-based quasi-professional roles for parents and community leaders."

- The activity receiving the highest level of satisfaction, importance-relevance, presence, and potential for future development among the dissemination attributes was "facilitating the

exchange of ideas and information across teacher centers, school systems, and colleges/universities." Consistently low mean ratings across all four rating dimensions were associated with "developing articles to be published in educational journals." The presence of dissemination efforts received substantially lower total mean ratings than did the other three dimensions.

- Evaluation was viewed by most respondents as being related to providing information pertinent to the development of future programs for the center. The respondents were least concerned with providing feedback in terms of teacher center functioning and overall effectiveness. The responses across all dimensions and for all six stated evaluation activities were clustered very closely together.

- The attribute for political/legislative receiving the highest mean rating across all dimensions was "delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation." "Mandating states to provide teacher centers as a part of their public educational system" received consistently low mean ratings. The presence of the attributes was reported to a considerably lesser degree than for the other three rating dimensions.

- The greatest level of satisfaction and accompanying high levels of importance-relevance, presence, and potential for future development of the attributes for curriculum development was afforded "facilitating the use of current texts and educational media." While the mean responses clustered closely together on all dimensions, "providing a set of rational criteria for selecting existing curricular elements and textbooks" was generally rated low.

- The presence of research functions in teacher centers received substantially lower total mean ratings than did the other three rating dimensions. Research was considered important-relevant but for future development. "Providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process" was rated consistently high in all categories and "creating new research avenues never before explored" was rated consistently low.

FINDINGS ON INSTITUTIONAL PAYOFFS

The reliability of the four rating scales was sought using the internal consistency method known as Cronbach's alpha ("alpha coefficient of internal consistency"). The alpha coefficients were 0.972 for the satisfaction scale, 0.936 for the importance-relevance scale, 0.972 for the presence scale, and 0.941 for the potential future development scale. Content validity was established for the "Institutional Payoff's Profile" of the TCVOPI using the "TCVOPI Content Validation Instrument" (APPENDIX B). A Kendall's Coefficient of Concordance of 0.716 was calculated for the 6 experts/judges rating the "Institutional Payoff's Profile" across the 6 validation dimensions.

Accreditation Agencies

The frequency distributions for each of the four sets of rating scores (satisfaction, importance-relevance, presence, and potential future development) for the identified institutional payoffs were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test", and were all found to be normal. The assumption of normality permitted the use of parametric statistical treatments (t-test and one-way analysis of variance) instead of the weaker and more conservative nonparametric statistical techniques (Mann-Whitney U-test and Kruskal-Wallis One-Way Analysis of Variance by Ranks) in the analysis of the responses with respect to the four rating scales. The dependent measure or rating dimension (TABLE 30) of importance-relevance of the identified payoffs for accreditation agencies received the highest total mean rating of 17.5. The assessment variable of presence of the institutional payoffs (IP's) captured the lowest overall mean rating of 12.4.

The IP's of which the respondents were most satisfied (TABLE 30) were associated with "development of an alternative set of evaluation criteria" (M=2.8) and "breaking down of traditional belief patterns and modes of functioning" (M=2.8). The data also revealed that the respondents were the least satisfied with the IP of "establishment of optional sets of quality standards" (M=2.5). Significant differences were found among the respondent subgroups associated with the demographic dimension of age ($p < .05$) where the subjects between the ages of 31 to 40 year old were significantly (Scheffe) more satisfied than those between 41 to 50 years of age.

The respondents judged (TABLE 30) the IP of "breaking down of traditional belief patterns and modes of functioning" as being the most important/relevant (M=3.1), and the IP of "involvement of different role incumbents in accreditation process" (M=2.8) as being the least important/relevant. No significant differences were found with respect to the demographic variables.

TABLE 30

INSTITUTIONAL PAYOFFS FOR ACCREDITATION AGENCIES

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Development of an alternative set of evaluation criteria	2.8	p <.05 AGE (ANOVA) Scheffe #2 > #3	2.9		2.0		3.0	
Execution of a non-traditional set of concerns and procedures	2.7		3.0		2.1	p <.03 AGE (ANOVA) Scheffe #2 > #3	2.9	
Entry of different types of institutions	2.7		2.9		2.0		2.8	p <.03 PPR (ANOVA) Scheffe #5 > #2
Breaking down of traditional belief patterns and modes of functioning	2.8		3.1		2.2	p <.02 AB (ANOVA) Scheffe #2 > #4	3.0	
Establishment of optional sets of quality standards	2.5		2.9		2.1		2.8	
Involvement of different role incumbents in accreditation process	2.6		2.8		2.0		2.8	
TOTAL MEAN RATING	16.1		17.5		12.4		17.3	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The IP perceived to be present (TABLE 30) most often by the respondents was "breaking down of traditional belief patterns and modes of functioning" (M=2.2), whereas the IP's of "development of an alternative set of evaluation criteria" (M=2.0), "entry of different types of institutions" (M=2.0), and "involvement of different role incumbents in accreditation process" (M=2.0) were assessed to be present the least often. Significant differences surfaced in terms of the demographic variables of age ($p < .03$) where the respondents between the ages of 31 to 40 years old significantly (Scheffe) assessed the greater presence of the IP's than did those between the ages of 41 to 50; and academic background ($p < .02$) where the subjects with a bachelor's degree plus 21 to 40 semester hours significantly rated the greater presence of the IP's than those with a bachelor's degree plus 61 to 80 semester hours of graduate credit.

The IP's considered to have the greatest potential for future development (TABLE 30) were "development of an alternative set of evaluation criteria" (M=3.0) and "breaking down of traditional belief patterns and modes of functioning" (M=3.0). In terms of the least potential for future development, three IP's each with means of 2.8 have been displayed in TABLE 30. Significant differences were found for the demographic dimension of primary professional responsibility ($p < .03$) where the school system curriculum coordinators/supervisors judged a significantly (Scheffe) greater potential for future development of the IP's than did the teacher center directors/coordinators.

Community/Parents

The frequency distributions for sets of rating scores were tested for normality, and were found to be normal. The dependent variable (TABLE 31) receiving the highest total mean rating of 21.1 was the importance-relevance of the identified IP for the community and/or parents. The rating measure of presence received the lowest total mean rating of 15.3.

The IP which exhibited the respondents' greatest satisfaction (TABLE 31) was "better trained and/or prepared inservice teachers" (M=3.4), whereas the IP of "greater input into the establishment of school-need priorities" reflected the least amount of satisfaction (M=2.9). Significant differences were found among the subgroups of the demographic dimension of primary professional responsibility ($p < .05$) where the school system curriculum coordinators/supervisors were significantly (Scheffe) more satisfied with the IP's than were the college/university administrators.

The data (TABLE 31) revealed that the IP of "better trained and/or prepared inservice teachers" was deemed the most important/relevant (M=3.6), and four other IP's received the lowest mean rating of 3.3. Significant differences surfaced with respect to the sex ($p < .04$) of the respondents where males and females differed significantly in terms of their satisfaction with the IP's.

TABLE 31

INSTITUTIONAL PAYOFFS FOR THE COMMUNITY/PARENTS

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
More relevant curriculum, supplementary materials, and instructional strategies	3.2	p <.05 PPR (ANOVA) Scheffe #5 > #9	3.4		2.6	p <.03 YEXP (ANOVA) Scheffe #1 > #4	3.3	
Better trained and/or prepared inservice teachers	3.4		3.6		2.9		3.6	
Greater programmatic and logistical input into the preparation of inservice teachers	3.1		3.3	p <.04 SEX (t-test)	2.5		3.3	p <.03 SEX (t-test)
Enhanced and increased participation in the schooling process of youngsters	3.2		3.3		2.4	p <.001 SYS (ANOVA) Scheffe #2 > #3	3.3	
Greater accountability for dollars investment in the education process	3.0		3.3		2.5		3.1	
Greater input into the establishment of school need priorities	2.9		3.3		2.4		3.1	
TOTAL MEAN RATING	18.8		21.1		15.3		19.7	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The IP of "better trained and/or prepared inservice teachers" (M=2.9) was discerned (TABLE 31) as being present most often. The IP's of "enhanced and increased participation in the schooling process of youngsters" (M=2.4) and "greater input into the establishment of school-need priorities" (M=2.4) were regarded as occurring least often. Significant differences surfaced among the subgroups of the demographic variables of years of professional education experience ($p < .03$) where the respondents with 1 to 5 years of professional education experience significantly (Scheffe) viewed the greater presence of the identified IP's than those with 16 to 20 years of experience; and type of school system ($p < .001$) where the subjects from small cities with populations of 10,000 - 100,000 significantly assessed the greater presence of the IP's than those from towns with populations under 10,000.

The IP, which was assessed as having the greatest potential for future development (TABLE 31), was associated with "better trained and/or prepared inservice teachers" (M=3.6), whereas the IP's of "greater accountability for dollars investment in the education process" (M=3.1) and "greater input into the establishment of school-need priorities" (M=3.1) were judged as having the least potential for future development. Significant differences were represented by the demographic variable of sex ($p < .03$) where males and females differed significantly with respect to potential future development of the IP's for the community and/or parents in general.

Teacher Organizations

The distributions for the four sets of rating scores were tested for normality and were determined to be normal and suitable for the application of parametric statistical treatments when testing for significant differences. The assessment dimension (TABLE 32) which received the highest total mean rating of 23.6 was importance-relevance. The dependent variable receiving the lowest total mean rating of 18.6 was the presence of the IP's for teacher organizations.

The IP's of "better trained and prepared inservice and preservice teachers" (M=3.3) and "career-long preparation of inservice teachers" (M=3.3) reflected (TABLE 32) the highest level of satisfaction among the respondents. The IP's of "larger rank and file membership along with greater resource base" (M=3.0) and "potential for dissemination and clearinghouse functions" (M=3.0) exhibited the least degree of satisfaction. Significant differences were found in reference to the demographic variable of primary professional responsibility ($p < .04$) where school system curriculum coordinators/supervisors were significantly (Scheffe) more satisfied with the IP's than the teacher center director/coordinators.

TABLE 32

INSTITUTIONAL PAYOFFS FOR TEACHER ORGANIZATIONS

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Better trained and prepared inservice and preservice teachers	3.3	p <.04 PPR (ANOVA) Scheffe #5 > #2	3.6		2.8	p <.03 AB (ANOVA) Scheffe #1 >#4	3.5	
Enhanced reputation in terms of the general public and other professional organizations inside and outside of education	3.2		3.6		2.7		3.5	
Greater potential for collaboration with school system administrators and colleges/universities	3.2		3.5		2.7	p <.05 SEX (t-test)	3.4	
Larger rank and file membership along with greater resource base	3.0		3.1		2.5		3.1	
Potential for dissemination and clearinghouse functions	3.0		3.2		2.6	p <.003 SYS (ANOVA) Scheffe #3 > #1	3.3	
Greater influence on inservice teacher training and/or preparation	3.2		3.4		2.7		3.3	
Career-long preparation of inservice teachers	3.3		3.4		2.6		3.5	
TOTAL MEAN RATING	22.5		23.9		18.6		23.6	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The data indicated that the IP's of "better trained and prepared inservice and preservice teachers" (M=3.6) and "enhanced reputation in terms of the general public and other professional organizations inside and outside of education" (M=3.6) were rated (TABLE 32) as being the most important-relevant. The IP of "larger rank and file membership along with greater resource base" was judged as the least important/relevant (M=3.1). No significant differences were found among the demographic dimensions.

The IP of "better trained and prepared inservice and preservice teachers" (M=2.8) was assessed (TABLE 32) as being sensed the most often, whereas the IP of "larger rank and file membership along with greater resource base" (M=2.5) was viewed as the least present concern. Significant differences were found among the subgroups of the demographic variables of academic background ($p < .03$) where the subjects with a bachelor's degree plus 0 to 20 semester hours indicated a significant greater (Scheffe) presence of the IP's than those with a bachelor's degree plus 61 to 80 semester hours of graduate course work; sex ($p < .05$) where dissonance regarding the presence of the IP's existed between the female and male respondents; and school system type ($p < .003$) where the respondents from a town setting (population under 10,000) perceived the greater presence of the IP's than did those residing in large cities (population over 100,000).

The IP's of "better trained and prepared inservice and preservice teachers", "enhanced reputation in terms of the general public and other professional organizations inside and outside of education", and the "career-long preparation of inservice teachers" all with means of 3.5 were rated to have the greatest potential for future development (TABLE 32). The IP of "larger rank and file membership along with greater resource base" (M=3.1) was deemed to have the least future potential for development for teacher organizations. Significant differences were sought and not found among the demographic dimensions.

Local Education Agencies

The distributions of the four sets of ratings (TABLE 33) for the identified institutional payoffs were tested for normality, and all four were determined to resemble normal distributions. The dependent variable of importance-relevance with a total mean rating of 19.1 received the greatest favorable response. The rating dimension of the presence of the IP's received the lowest assessment with a total mean rating of 15.0 for local education agencies or school systems.

The IP's of "collaboration for inservice preparation with colleges/universities" (M=3.2) and "enhancement of career motivation of teachers" (M=3.2) exhibited the greatest degree of satisfaction among the respondents (TABLE 33). The least amount of satisfaction among the IP's was

TABLE 33

INSTITUTIONAL PAYOFFS FOR LOCAL EDUCATION AGENCIES

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Collaboration for inservice preparation with colleges/ universities	3.2	p <.01 PPR (ANOVA) Scheffe #5 > #2	3.5		2.6		3.4	p <.03 AGE (ANOVA) Scheffe #4 > #3
Participation in consortium for inservice preparation	3.1		3.3		2.4		3.3	
Determination of preservice teacher placement	2.6		2.8		2.3	p <.001 SYS (ANOVA) Scheffe #4 > #1	2.7	
Recipient of state and federal funds	3.0		3.1		2.8		3.1	
Collarobration for inservice preparation with local teacher union/ association	3.1		3.2		2.5		3.2	p <.02 PPR (ANOVA) Scheffe #5 > #2
Enhancement of career motivation of teachers	3.2		3.4		2.5		3.4	
TOTAL MEAN RATING	18.2		19.1		15.0		19.1	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

associated with the "determination of preservice teacher placement" (M=2.6). Significant differences surfaced with respect to the demographic variable of primary professional responsibility ($p < .01$) where the school system curriculum coordinator/supervisors were significantly (Scheffe) more satisfied with the IP's for local education agencies or school systems than the teacher center directors/coordinators.

The IP of "collaboration for inservice preparation with colleges/universities" (M=3.5) was judged (TABLE 33) as being the most important/relevant, whereas the IP of "determination of preservice teacher placement" (M=2.8) was discerned as the least important/relevant. No significant differences were found.

The data revealed (TABLE 33) that the IP of "recipient of state and federal funds" (M=2.5) was perceived to be the most prevalent, and the IP of "determination of preservice teacher placement" as the least prevalent (M=2.3). Significant differences were determined for the demographic dimension of school system type ($p < .001$) where the respondents from rural settings judged the significantly greater presence (Scheffe) of the IP's than did those from large cities.

The IP's of "collaboration for inservice preparation with colleges/universities" (M=3.4) and "enhancement of career motivation of teachers" (M=3.4) were viewed as having the greatest potential for future development (TABLE 33). The IP of "determination of preservice teacher placement" (M=2.7) was discerned as possessing the least potential for future development. Significant differences were found with respect to the demographic dimensions of age ($p < .03$) where the subjects between the ages of 51 and 60 years old deemed a significantly (Scheffe) greater potential for future development of the IP's for the school system than did those between the ages of 41 to 50 years old; and primary professional responsibility ($p < .02$) where the school system curriculum coordinators/supervisors rated a significantly higher potential for the future development of the IP's than did the teacher center directors/coordinators.

State Education Agencies

The frequency distributions for the four sets of rating scores were tested for normality, and found to be normal and applicable to the utilization of appropriate parametric statistical treatments (TABLE 34). The rating dimension found to be the highest was potential for future development with a total mean rating of 20.8. The dependent variable receiving the lowest rating was the presence of the IP's for state educational agencies with a total mean rating of 17.5.

The IP of "dissemination and clearinghouse mechanisms" (M=3.0) exhibited the greatest amount of satisfaction (TABLE 34). The IP of "execution of research projects" (M=2.5) represented the least degree of satisfaction. Significant differences were found in terms of the demographic dimension of academic background ($p < .03$) where the respondents with a bachelor's degree plus 0 to 20 semester hours were significantly

TABLE 34

INSTITUTIONAL PAYOFFS FOR STATE EDUCATION AGENCIES

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demographics	M	Demographics	M	Demographics	M	Demographics
Recipient of federal funds	2.9	p <.03 AB (ANOVA) Scheffe #1 > #4	3.1		.8	p <.03 AGE (ANOVA) Scheffe #2 > #3	2.9	
Enhancement of consultation responsibilities	2.9		3.0		2.6		3.1	
Greater linkage building capacity	2.9		3.1		2.5	p <.03 AB (ANOVA) Scheffe #1 > #4	2.9	
Dissemination and clearinghouse mechanisms	3.0		3.1		2.5		3.1	
Source of evaluation and monitor	2.8		2.8		2.4	p <.05 CON (ANOVA) Scheffe #2 > #1	3.0	
Execution of research projects	2.5		2.7		2.3		2.9	
Development of instructional and/or curriculum materials	2.7		2.8		2.5		2.9	
TOTAL MEAN RATING	20.7		20.6		17.5		20.8	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

(Scheffe) more satisfied with the IP's for state educational agencies than were those possessing a bachelor's degree with 61 to 80 semester hours of graduate credit.

The IP's of "recipient of federal funds", "greater linkage building capacity", and "dissemination and clearinghouse mechanisms" all with means of 3.1 were deemed to be the most important-relevant, whereas the IP of "execution of research projects" (M=2.7) was viewed as being the least important. No significant differences surfaced among the demographic variables.

The data revealed (TABLE 34) that the IP of "recipient of federal funds" (M=2.3) was judged to be present to the greatest degree, and the IP of "execution of research projects" (M=2.3) to be present to the least degree. Significant differences were found among the demographic variables of age ($p < .03$) where the subjects between the ages of 31 to 40 years old viewed the significantly greater presence (Scheffe) of the IP's than did those between the ages of 11 to 15 years of experience; academic background ($p < .03$) where the respondents with a bachelor's degree plus 0 to 20 semester hours discerned a significant greater presence of the IP's than did those possessing a bachelor's degree plus 61 to 80 semester hours; and contract negotiator ($p < .05$) where those represented by AFT indicated a significantly greater presence of the IP's than did those represented by NEA.

The IP's of "enhancement of consultation responsibilities" (M=3.1) and "dissemination and clearinghouse mechanisms" (M=3.1) were judged to have greatest potential for future development (TABLE 33). The IP's of "recipient of federal funds", "greater linkage building capacity", and "execution of research projects" with means of 2.9 respectively were assessed to have the least potential for future development. No significant differences were found in reference to the demographic dimensions.

Universities/Colleges

The four distributions of scores for the dependent variables of satisfaction, importance-relevance, presence and future development (TABLE 35) were tested for normality using the "Kolmogorov-Smirnov Goodness of Fit Test". All four set of rating-scores-distributions were found to be normal. The assessment dimensions of importance-relevance and potential for future development of the IP's for colleges/universities received the highest ratings, each having a total mean rating of 22.6. The dependent variable of presence received the lowest evaluation with a total mean rating of 17.8.

The IP's of "source for support systems and services" (M=3.1), "source for technical assistance" (M=3.1), and "process and analyze data and technical information" (M=3.1) exhibited the greatest amount of respondent satisfaction (TABLE 35). The IP of "execution of basic and applied research" (M=2.9) represented the least degree of satisfaction. Significant differences among the subgroups of the identified demographic dimensions were sought and not found.

TABLE 35

INSTITUTIONAL PAYOFFS FOR UNIVERSITIES/COLLEGES

Potential Payoffs	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Source for support systems and services	3.1		3.3		2.5		3.3	
Source for evaluation	3.0		3.2		2.5		3.2	
Source for technical assistance	3.1		3.4		2.7		3.4	
Process and analyze data and technical information	3.1		3.3		2.7		3.3	
Execution of basic and applied research	2.9		3.1		2.5		3.2	
Translation of research findings into classroom practices	3.0		3.3		2.4		3.2	
Base for all types of academic resources	3.0		3.1		2.5		3.1	
TOTAL MEAN RATING	21.1		22.6		17.8		22.6	
	N		N		N		N	

N = Distributions of responses/ratings are normal: Tested using the "Kolmogorov-Smirnov Goodness of Fit Test"

The IP of "source of technical assistance" (M=3.4) was judged by the respondents to be the most important-relevant, whereas the IP's of "execution of basic and applied research" and "base for all types of academic resources" both with means of 3.0 were discerned to be the least important-relevant (TABLE 35). No significant differences were found in terms of the demographic variables.

The data (TABLE 35) indicated that the IP's of "source for technical assistance" and "process and analyze data and technical information" with means of 2.7 were rated to exhibit the greatest presence. The IP of "translation of research findings into classroom practices" (M=2.4) was deemed to be present least often. No significant differences surfaced with respect to the demographic dimensions.

The IP of "source for technical assistance" (M=3.4) was assessed to have the greatest potential for future development (TABLE 35), whereas the IP of "base for all types of academic resources" (M=3.1) was viewed as having the least potential for future development for colleges/universities. No significant differences were found among the subgroups of the identified demographic variables.

Institutional Payoffs: Global Perspective and Summary

An analysis of the data (TABLE 36) from a general point of reference or perspective revealed that the rating dimension of importance-relevance received the highest overall assessment of all institutional payoffs identified for all institutions or agencies with a grand total mean of 123.5; the dimension of potential for future development ran a close second with a grand total mean rating of 123.1. The dependent variable of the presence of the IP's received the lowest overall rating by the respondents in terms of all payoffs for all major stakeholders with a grand total mean rating of 96.5.

In reference to the satisfaction with the total groups of payoffs for all stakeholders, the respondents appeared (TABLE 36) to be most satisfied with the listed payoffs for state education agencies (mean-of-means = 3.3). The data also revealed that the subjects were least satisfied with the payoffs associated with accreditation agencies (mean-of-means = 2.7). No significant differences were found among the subgroups of the selected demographic dimensions.

In view of the importance-relevance of all institutional payoffs for all stakeholders (TABLE 36), the IP's for teacher organizations, the community/parents, and state education agencies all with mean-of-means of 3.4 were viewed to be the most important-relevant. The set of IP's discerned to be the least important-relevant (mean-of-means = 2.9) were those akin to accreditation agencies. Significant differences were sought and none surfaced with respect to the demographic dimensions.

When considering the perceived presence of the total pool of IP's for all agencies or institutions (TABLE 36), those identified for state education agencies were assessed to be present to the greatest degree (mean-of-means = 2.9). The institutional-payoff-set for accreditation agencies were deemed to be present the least (mean-of-means = 2.1). Significant differences were found among the amassed data for the demographic dimensions of age ($p < .03$) where the respondents between the ages of 21 to 30 years old viewed a significantly greater presence (Scheffe) of the IP's for all stakeholders than

TABLE 36

INSTITUTIONAL PAYOFF COMPARISONS

Institutional Stakeholders	Satisfaction		Importance-Relevance		Presence		Future Development	
	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics	M	Demo-graphics
Accreditation Agencies (mean of means)	16.1 2.7		17.5 2.9		12.4 2.1		17.3 2.9	
						p < .03 AGE (ANOVA) Scheffe #1 > #3		
Community (mean of means)	18.8 3.1		21.1 3.4		15.3 2.6		19.7 3.3	
Teacher Organizations (mean of means)	22.5 3.2		23.9 3.4		18.6 2.7		23.6 3.4	
						p <.02 AB (ANOVA) Scheffe #1 > #4		p < .04 SEX (t-test)
Local Education Agencies (mean of means)	18.2 3.0		19.1 3.2		15.0 2.5		19.1 3.2	
State Education Agencies (mean of means)	20.7 3.3		20.6 3.4		17.5 2.9		20.8 3.5	
						p <.02 SYS (ANOVA) Scheffe #2 > #1		
Universities/Colleges (mean of means)	21.1 3.0		22.6 3.2		17.8 2.5		22.6 3.2	
GRAND TOTAL MEAN RATING	116.4		123.5		96.5		123.1	

between the ages of 41 to 50; academic background ($p < .02$) where the subjects with a bachelor's degree plus 0 to 20 semester hours judged a significantly greater presence of the IP's than those possessing a bachelor's degree plus 61 to 80 semester hours of graduate credit; and type of school system ($p < .02$) where those employed in rural settings assessed a significantly greater presence of the IP's across all sets than those associated with large city school systems.

With regard to the potential for future development of all sets of IP's (TABLE 36), those associated with state education agencies (mean-of-means = 3.5) were assessed to have the greatest potential for further enhancement. The set of IP's identified for accreditation agencies was judged to have the least potential for future development (mean-of-means = 2.9). Significant differences were found among the demographic dimensions in terms of all payoffs for all stakeholders for sex ($p < .04$), where the female respondents differed significantly from males when assessing the potential future development of the identified IP's.

An examination of the aggregated data (TABLE 37) with respect to significant differences between the institutions or agencies and the subgroups of the identified demographic variables revealed several areas where disagreements existed among the perceptions of the respondents. These data represented 21 significant differences at the .05 level or less across the four rating dimensions.

The number of significant differences (TABLE 37) across the demographic variables had a range of 1 to 5 with the greatest number being 5 and associated with primary professional responsibility. The variables of age groups and academic background were second with 4 significant differences each. The least amount of disharmony was exhibited by school system contract negotiator with one significant difference. Within the subgroups of primary professional responsibility most of the disparity was found between school system curriculum coordinators/supervisors and teacher center directors/coordinators.

When viewing the number of significant differences among the IP's identified for the individual stakeholder groups (TABLE 37), 5 were attributed to the community/parents which reflected the greatest discrepancy among the respondents' perceptions. In addition, much deviation also existed among the IP's for accreditation agencies, teacher organizations, local education agencies (school systems), and state education agencies each with 4 significant differences. The most stable set of IP's was affiliated with universities/colleges where no significant differences were found.

The significant differences (N=21) observed among the four rating scales or dependent variables also revealed much dissonance (TABLE 37) with a range of 1 to 11. Eleven (11) significant differences were related to the presence scale (most variable) and 1 was attributed to the importance-relevance scale (most stable). The satisfaction and potential future development scales exhibited some disagreement among the perceptual frameworks of the respondents with 5 and 4 significant differences respectfully.

TABLE 37

SUMMARY OF STATISTICAL SIGNIFICANT DIFFERENCES AMONG INSTITUTIONAL PAYOFFS

Demographics / Institutional Payoffs	Years of Profess. Experience	Age Groups	Academic Background	Sex	Prim. Profess. Responsibility	Teacher Center Affiliation	Contract Negotiator	Types of School System	TOTALS
Accreditation Agencies		.05 .03	.02		.03				4
Community	.03			.04 .03	.05			.001	5
Teacher Organizations			.03	.05	.04			.003	4
Local Education Agencies		.03			.01 .02			.001	4
State Education Agencies		.03	.03 .03				.05		4
Universities/ Colleges									0
TOTALS	1	4	4	3	5		1	3	21

OTHER TOTALS	NO. OF SIGNIFICANT DIFFERENCES
Satisfaction Scale	5
Importance/Relevance Scale	1
Presence Scale	11
Future Development Scale	+ 4
	21

Conclusions Concerning Institutional Payoffs

Within the limitations of this phase of the study, and on the basis of the findings, it seems reasonable to make the following conclusions:

- The institutional payoff for accreditation agencies of "breaking down of traditional belief patterns and modes of functioning" was consistently (satisfaction, importance/relevance, presence, and future development) rated the highest.

- The institutional payoff for the community/parents (taxpayer) of "better trained and/or prepared inservice teachers" was consistently judged with the greatest favor across the dimensions of satisfaction, importance/relevance, presence and potential for future development. The institutional payoffs related to "greater community input into need-priorities and curriculum" and "greater accountability" were consistently viewed with much disfavor.

- The "career-long preparation of inservice teachers" and "better trained and prepared inservice and preservice teachers" were consistently judged in the highest esteem as institutional payoffs for teacher organizations in terms of satisfaction, importance-relevance, presence, and potential for future development. The least favorable payoff for teacher organizations was assessed as "larger rank and file membership along with greater resource base".

- The institutional payoffs for local education agencies or school systems of "collaboration for inservice preparation with colleges/universities" and "enhancement of career motivation of teachers" were consistently rated the highest across the dimensions of satisfaction, importance-relevance, presence, and potential for future development.

- Much disagreement or dissonance existed among the perceptions of school system curriculum coordinators/supervisors and teacher center directors/coordinators when assessing the identified institutional payoffs for local education agencies or school systems especially in terms of satisfaction and potential for future development.

- The institutional payoff for state education agencies judged with the highest degree of favor was enhanced "dissemination and clearinghouse mechanisms" across the dimensions of satisfaction, importance-relevance, presence and potential for future development. The payoff associated with the "execution of research projects" was consistently viewed with the least amount of favor.

- For colleges/universities the institutional payoff of "source for technical assistance" was consistently viewed in the highest esteem with respect to satisfaction, importance-relevance, presence, and potential for future development. When considering all of the identified sets of payoffs for all the institutions studied, this set of responses exhibited the most agreement and stability in terms of the examined demographic dimensions.

- When considering all of the institutional payoffs of all stakeholders, the dependent variables of importance-relevance and potential future development received the highest ratings.

- The greatest degree of satisfaction, the greatest importance-relevance, the greatest presence, and the most potential for future development were associated the institutional payoffs for state education agencies when taking into account all payoffs for all institutions.

- The least degree of satisfaction, the least importance-relevance, the least presence, and the lowest potential for future development were affiliated with the institutional payoffs for accreditation agencies when considering all payoffs for all institutions.

- The institutional payoffs where the greatest amount of disparity existed among the perceptions of the respondents were associated with the community and/or parents as a stakeholder group. The most stable or harmonious set of institutional payoffs were affiliated with universities/colleges.

- The demographic or background dimension of the respondents which garnered the greatest degree of discrepency was that of primary professional responsibility. The least amount of disagreement was found to be associated with the respondents' school system contract negotiator.

- The rating or assessment variable which accounted for the greatest dissonance among the responses was associated with the presence of the identified institutional payoffs; and the rating scale which represented the greatest agreement among the responses was affiliated with the importance/relevance of the institutional payoffs.

FURTHER DISCUSSION AND COMMENTARY

This research effort at investigating role expectations, functional attributes, and institutional payoffs was intended to serve as an initial and exploratory endeavor to formally examine and document these identified aspects of teacher centers. It is hoped that this overall effort would lead to similar and more refined research studies. Before making any generalizations from the results and commentary, consideration must be given to the assumptions upon which this study has been predicated and the design limitations inherent in the research methodology.

The design and interpretation of results have been guided by a set of assumptions and a desire to bring the attitudes and experiences of professional educators associated with teacher centers to bear upon identified critical issues and concerns surrounding role expectations, functional attributes, and institutional payoffs. This set of assumptions has basically focused on the principal mode of data collection by way of a mailed instrument and survey-type research methods. It was assumed that the statements on the TCVOPI were not misinterpreted by the respondents; that the respondents did not pursue tangential and/or related issues when reflecting and responding to the items; that the respondents did not pass on the instrument to someone else to complete; that the respondents did not have any strong prejudices against this type of research which might have influenced their response patterns; and that the data do not become less valid with the passing of time since specific events occurring in the experiences of the respondents between the time the TCVOPI was administered and the present may caused major changes in the attitudes, opinions, and information held by the respondents.

In terms of subject selection, conventional random sampling techniques were not employed because teacher centers are not indigenous to any degree which makes any study of them limited in scope and population. Volunteers were used because conditions did not allow for a random sample of subjects. Even though all distributions of responses were tested for normality and the appropriate parametric or nonparametric statistical treatment applied, some caution should be exercised. In addition, there was a lack of a set of criteria upon which to determine the expertise of the respondents beyond their role descriptions; there were also no attempts at determining the nature or magnitude of the halo or hawthorne effects potentially operating on the respondents' behalf. Although the total sample size of 56 appeared to be respectable for the employed statistical applications, generalizations might be limited with respect to the tests of statistical significance associated with several of the subgroups of the identified demographic variables. Because of the small number of subjects and the unequal number of subjects per category found in the given demographic subgroups of school system type and school system contract negotiator, generalizations from any results involving tests of significance might be restricted to this group of subjects. There are also probably many uncontrolled extraneous variables that had been influencing the respondents' perceptions of educational practice with respect to role expectations, functional attributes, and institutional payoffs. The assumption of total validity of these perceptions cannot be made because of a lack of direct observation of involved teacher center functioning; the variations in attitudes and behavior patterns

from teacher center to teacher center; and the lack of comparison data from another set of demographically-matched teacher centers.

Findings and conclusions might also be tenuous and restricted because of potential shortcomings inherent in the major data collection instrument. Although the TCVOPI was assumed to be highly reliable with the earlier noted internal consistency reliability coefficients for each of the three profiles, the reliability of the TCVOPI might be questioned because no attempts were made at establishing test-retest reliability coefficients by administering and re-administering the TCVOPI to a small group of subjects over several time intervals, and then calculating respectable correlation coefficients. The validity of the data might also be questioned since only content validity on the TCVOPI had been calculated. The rather respectable content validity indicators noted earlier in this Report coupled with limited resources accounted for the lack of further validation of the three profiles of the TCVOPI by way of establishing concurrent validity, predictive validity, convergent construct validity, and discriminant or divergent construct validity.

Aside from the acknowledged potential shortcomings, the findings and trends resulting from this study appear important. As noted earlier, this investigation was intended to serve as an exploratory effort which hopefully lead to similar or related refined studies on teacher centers. Research will help clarify many of the roles, functions and payoffs associated with teacher centers. Continued research will also enable this type of inservice intervention to have a greater impact on the preparation of practicing teachers, students in classrooms, the credibility of the teaching professions, and future teacher education in general.

Discussion on Role Expectations

The most definitive set of role expectations appear to be those associated with the inservice teacher, especially as the recipient of teacher center inservice preparation. This expectation was consistently rated the highest in terms of satisfaction, importance-relevance, presence, and potential for future development. Since teacher centers were conceived basically for inservice teachers, this finding was pretty much expected and tends to validate the concept of centering. In addition, when considering all of the expectations for all of the identified roles, the highest degree of satisfaction, the greatest importance-relevance, the greatest presence, and the most potential for future development were associated with the role expectations for the inservice teacher. The only source of disagreement about the roles for the inservice teacher was represented by the views of school system curriculum supervisors/coordinators who took a more conventional viewpoint on inservice education.

The roles for the school system administrator were not viewed from such a traditional perspective. The expectation of "facilitator of inservice training" was consistently rated across the four dimensions as the highest priority. Generally, the building level executive was perceived as having little or no involvement in teacher center activities, but could be of great assistance in obtaining substitute teachers for released inservice teachers to attend teacher center activities. Building administrators were certainly not viewed as having any supervisor responsibilities carrying-over to teacher center activities, as being a recepient of career development, or as serving as an instructor of inservice preparation sessions.

The college/university professor was consistently viewed as the "researcher adding to the knowledge base" and "provider of an array of technical assistance" in terms of all four rating dimensions. Of interest, is that the professor was not that highly received as an instructor for teacher center inservice sessions. The expectation of "evaluator of inservice preparation and teacher center" was consistently viewed with much disfavor by the respondents. However, providing help with carrying out an evaluation plan, especially the technical aspects, probably fall under the rubric of the more favored "provider of an array of technical assistance." Surprisingly, when taking into account all roles and all expectations, the second consistently greatest degrees of satisfaction, importance-relevance, presence, and potential for future development were those for the college/university professor.

The expectation of "establisher of policy and procedure concerning graduate credit for teacher center courses, workshops, etc." for the college/university administrator received the greatest amount of favor in terms of the four rating dimensions. Many of the inservice offerings of teacher centers usually do not carry or bear graduate level credit; however, the respondents wished that, if graduate credit were appropriate, that all channels be cleared and approved. The data did not reveal whether credit would be available only if a higher education professor were involved with the planning and/or implementation of an inservice offering. The respondents also took a very dim view of the college/university administrator serving as a "maintainer of adversary position and lobbyer of college/university teacher preparation."

The teacher association/union leader was basically perceived as an advocator and disseminator of teacher center activities. Associations and unions were definitely not seen as funders of selected types of programs activities and training experiences. The lowest ratings across the four assessment dimensions were probably attributed to the tight budgets and other fiscal constraints under which these organizations usually function. The general feeling by the respondents also seemed to surface with respect to the local teacher organization, that teacher centers have "their own inservice agenda."

Somewhat surprising was the much dismay associated with the role expectations for state level certification officials. The expectations of "searcher for alternative sites and programs for the certification of inservice educators" was consistently discerned with the least amount of favor in terms of satisfaction, importance-relevance, presence, and potential for future development. All of the expectations for the role received very low ratings, and also exhibited the greatest degree of harmony among the respondents perceptual frameworks. Probably, the lack of interest or favor with this role might be attributed to the fact that most teachers, and especially those engaging in teacher center activities, are already fully or permanently certified; or because of the newness of the concept and the evolutionary nature of many centers, the respondents felt that certification should not be a set of professional activities to be taken-on at this point in time.

The expectation for the preservice teacher of "recipient of preservice training and preparation" was consistently rated the highest across the four assessment dimensions; however, these ratings were somewhat lower when compared to all expectations for all identified roles. The respondents sort of felt that teacher centers might first address and attempt to meet the needs of inservice teachers before exhibiting any great amount of enthusiasm about the concerns of preservice teachers. Or their feelings were reflected in the

ratings that centered around so many fewer preservice teachers entering the profession at the present time or even in the near future.

Students, as the ultimate target audience of teacher centers, were viewed as "the recipient of the effects of teacher training and/or preparation in teacher center;" this expectation was held in the highest favor across the four rating dimensions. Much dissonance also existed among the perceptions of the respondents with respect to the listed expectations for K-12 students. Of somewhat of a surprise, the expectation of "advisor to program activities and logistical planning" was held in the most disfavor consistently across the four rating measures. Again, because of the somewhat premature nature of most centers, student needs and concerns may be on a "backburner" for now. However, their future involvement and input certainly cannot be ruled out.

The traditional role for parents/community of "identifier of community and/or supplemental resources" was consistently rated the highest in terms of satisfaction, importance-relevance, presence, and potential future development. Of special note was that the least degree of satisfaction, the least importance-relevance, the least presence, and the least potential for future development were affiliated with the role expectations for the parents/community when taking all expectations and all roles into account. These expectations generally focused around their input basically in an advisory capacity, an informal evaluator and influencer of program and logistics, and the recipient of a little training. Perhaps, parents and the community are also presently on a "backburner"; however, at some point in time there might be an emphasis or priority shift if teacher center institutionalization is to become a reality. These role incumbents do play an important role in determing whether centers function on "hard money" and over a substantial period of time.

Paraprofessionals were also viewed presently as not having a critical role or any substantial stake in the teacher center enterprise. The role expectation for the paraprofessional of "receipient of preservice and inservice training" was discerned with the greatest favor across the four rating dimensions. The feelings of the respondents might be attributed to the presence of fewer teacher aides and/or paraprofessionals because of "tight money," shrinking budgets, and major personnel cutbacks in most school systems.

The expectation for the state education department professional of "funder of selected types of program activities and training experiences" and "provider of selected types of technical assistance" were consistently viewed with a great deal of favor. This might have been anticipated since state education departments, historically, have funded many types of education and inservice training programs. In contrast, the expectations of "evaluator of inservice preparation and teachers" and "provider/instructor for inservice education" witnessed much disfavor. Again, both of these roles are somewhat traditional for state education departments, and are ones that are usually the most unpopular for state education departments. In reference to all of the expectations identified for state education department personnel, the greatest degree of harmony among all responses to all expectation-sets were represented by this role incumbent which might reveal stability concerning potential interface or involvement with teacher centers in the future.

Although there was considerable agreement over the identified role expectations, some interesting sources of dissonance surfaced among the responses. The rating or assessment dimension which created the greatest diversity among

the responses was associated with the presence of the role expectations. This could be somewhat anticipated because of the diverse backgrounds of these subjects; the presence of many roles exist quite readily in larger cities and suburban areas, whereas in rural areas the presence of certain roles are probably non-existent for the most part. The demographic or background dimensions of the respondents which created the most disparity in the assessment of the role expectations was associated with primary professional responsibility; among the subsets of this demographic variable, the greatest dissonance among the perceptions existed between school system curriculum coordinators/supervisors and teacher center directors/coordinators. There appeared to be many perceptual conflicts among these two groups of respondents. The data did not reveal, however, whether these two roles were in conflict operationally where school systems had teacher centers.

And lastly, on quite a positive note, the rating dimension of potential for future development when considering all of the expectations for all of the roles was discerned the highest of all rating measures. Perhaps, somewhere "down the road," many of the identified role expectations might manifest themselves leading to productive interaction and collaboration whereby teacher centers can find a recognized and respected bailiwick in the overall education enterprise.

Discussion on Functional Attributes

It was deemed important that the relatively new phenomena of teacher centers have a common set of referents upon which to base future inservice program design and development, evaluation, and program expansion particularly in view of the fact that there are no generic models in existence. It seems somewhat evident that throughout the examination of the purposes for teacher centers, there runs a thread of agreement that teacher centers are supposed to exist to serve the needs of inservice classroom teachers. Little support is found for involving preservice teachers, paraprofessionals, and administrators in the functions of the centers. Considerable support is given to the notion that teacher centers become collection places for instructional and training materials for use by inservice teachers. The emphasis on collecting materials may be a function of the newness of centers and the general difficulty teachers have in finding supplemental materials for classroom use. The differences in responses regarding the purpose of centers from rural areas and those from towns and cities probably has to do with the different constraints inherent in rural centers, many of which are of the consortium type serving widely separated groups of teachers with unique needs not found in town or larger city centers where sources of materials for general teacher use may be more readily available.

The highest rating across all dimensions for teacher center orientation was "providing a source for mid-career rejuvenation." This may be reflective of the current awareness and concern on the part of the profession to respond to increasing symptons of "burn-out" among classroom teachers. However, centers were not viewed by the professionals surveyed as being re-training centers for teachers seeking entry into new areas of teaching or seeking new careers outside education. It might be assumed that teacher center programs ought to be oriented toward "mid-career rejuvenation" to a greater extent than experience indicates they are at this time. There was considerable difference among respondents based on age, years of experience, and level of academic background regarding orientation. It is not known to what extent these variables

are a function of each other. Older educators may have more experience and more college hours which might make the differences appear to be greater than they actually are.

The data gathered regarding clientele of teacher centers support the earlier contention that centers are considered to be for the use of classroom teachers, first and foremost. Inservice administrators were looked upon as prospective clients to a greater degree than expected given the customary "labor" orientation of centers, particularly those funded by federal grants made available under the recent teacher center legislation. The minimal involvement of parents and community may portend future difficulities for centers in their institutionalization efforts to move from dwindling federal funding to "hard" money line items in local budgets. In every instance future development ratings were higher than those received by the presence of dimension which may relect an optimism that centers will grow toward collaborative efforts with other stakeholders in the inservice education of teachers. The differences noted between rural and city respondents regarding clientele might be expected since many of the nineteen identified role incumbents may not be present in rural settings. These differences regarding orientation also reflect the non-generic nature of teacher centers, as revealed earlier in the review of the related literature.

It is clear from the data that providing funds to pay for released time of teachers (substitute pay) to attend center functions is a concern for centers. It is one that is considered vital to program efforts, especially since many demands are made on teachers' time to devote evenings and weekends to community pursuits and to their own professional growth endeavors. Another difficulty revealed by the data to be common to center functioning, is funding costs for consultants. This may be a function of the difficulty commonly experienced by teacher center directors in finding consultants who will work for the amounts stipulated in their operational guidelines. Of least concern were costs involved in maintaining the physical plant of the center. These costs are generally part of the school district's contribution to the program as in-kind support.

Most respondents were in agreement that the governance function should be centered around the development and implementation of the philosophy and goals of the center, and around providing a framework for program administration, coordination, and function. This would reflect a fairly good grasp of the distinction between policy making and the administration of a program on the part of the respondents. Experience would indicate otherwise, particularly in centers where policy boards exist and where collaboration is required between institutions of higher education and local school districts. Considerable time and effort is generally required to iron out the differences between administration and policy making.

Incentives for teachers to attend the inservice offerings of teacher centers appear in the data as highly important and relevant and as a functional attribute for future development, but generally not seen as being present to any substantial degree. The notion that centers are specifically for teachers surfaces again with the relatively low priority given to preparation for teacher aids and paraprofessionals. Community involvement was also rated low across most dimensions. The significant differences between respondents from small towns and those from large cities in regard to incentives may be a function of the fact that some reward structures customarily present in

large cities are absent in small towns. Again, the newness of teacher centers may have influenced the high rating given incentives on the future development dimension.

Center location reveals the overriding conviction that centers should operate to meet the conveniences of teachers rather than community accessability. Differences in responses across the variables of years of experience and type of school system were noted regarding location of centers. These differences might be attributed to the notion that less experienced teachers were less willing to put-up with decentralized materials and physical accessability than were the more experienced teachers which may be a reflection of heightened expectations on the part of younger teachers. It is no surprise that small city respondents were less concerned with central location of centers than were large city respondents who may find accessability difficult because of distances, traffic congestion, and parking concerns.

The desire for teachers to be actively involved in planning and developing their inservice educational activities comes through clearly in the concerns examined under the staffing function of centers. There was also a clear call for the leadership of centers (staff) to create opportunities for teachers to conduct workshops for other teachers. Once again, the centers were not viewed as a place for parents and community to any great degree.

Developing articles to be published in professional journals was viewed by the respondents as being the least likely dissemination function of centers. This probably reflects the generally understood feeling that the teachers and the center activities should be involved with "practical" endeavors surrounding the needs of the classroom teacher in meeting the immediate needs of students. The same sentiment surfaced again in examining the research function of teacher centers. Facilitating the exchange of ideas and information across teacher centers, school systems, colleges and universities was rated highest across all categories for dissemination. An inference from this may lead one to the assumption that respondents value exchange systems and networking among and between other centers over the use of journals as a medium of dissemination. Many of the respondents were new to the centering business and did not have established programs and materials to disseminate at the time the study was conducted; this may account for the low ratings given to the presence dimension for this attribute set.

Most of the respondents viewed evaluation as something that would be most useful in the development of future center programs, revealing a somewhat formative orientation to evaluation. The fact that the ratings given evaluation across all dimensions and for all listed evaluation activities were relatively the same may be indicative of a general misunderstanding of the function of evaluation, the importance of it, or how it fits within the overall program. The data were not discriminative enough with respect to evaluation, and most responses were generally high for evaluation along all rating dimensions.

The data generated surrounding the political/legislative functions of teacher centers were generally inconclusive. The government's role by way of using public money to support research, development, evaluation, and delivery mechanisms is generally acceptable, but not to provide standards or guidelines to be met in the development of programs. It might be inferred

that the respondents did not want to see a national curriculum nor national or state teacher center goals, but to keep the emphasis on local solutions to locally diagnosed inservice needs.

Curriculum development was generally viewed by the respondents as the development of materials to support the use of current textbooks and educational media. It is a surprise that curriculum development was viewed by those respondents with no teacher center affiliation as being more important-relevant than did those from federally funded centers especially considering the debate in this arena over the definition of curriculum development when the federal guidelines were being written. One explanation might be that those with no center affiliation represent persons with responsibilities in the sampled school systems for curriculum development to some degree, and see teacher centers as a threat to their territory or operational turf. In any case, it is well to keep in mind that the presence of curriculum development was rated overall lower than any other of the functional attributes; so whatever it is, it isn't happening to a great extent.

The findings of this study indicated that the respondents felt research was important-relevant, but that not much was being done at present time in teacher centers. Creating new research avenues never before explored was viewed by the respondents as being least satisfactory, least present, and had the least hope for future development in centers. Since research is generally considered to be a function of higher education (universities/colleges), these results are not surprising. What may be possibly implied from these data, is that for centers to assume a research function they might also take on other characteristics and affiliations with universities and thereby lose their identity as being of, by, and for teachers.

Discussion on Institutional Payoffs

It seems rather evident that the respondents viewed all sets of institutional payoffs in a direction of the immediate needs of teachers, and were not too concerned with long range benefits, collaboration for credibility purposes, or tangetial development for the teacher center as an established and/or recognized institution. These reactions are probably attributed to the newness of the concept and a great deal of pre-occupation with getting a center off the ground and established along with meeting the multitude of inservice needs of teachers. This perspective has been reflected to some extent in the highest ratings received among the payoff dimensions for the listed organizations having an inservice teacher orientation, and those dimensions not possessing such an orientation receiving lower ratings.

Those dimensions being rated with much favor across given agencies or organizations were "better trained and/or prepared inservice teachers" for parents/community, "career-long preparation of inservice teachers" for teacher organizations, and "collaboration for inservice preparation with colleges/universities" and "enhancement of career motivation of teachers" for school systems. The payoff dimensions rated with least favor across the same institutions did not deal directly with inservice preparation but focused on the given organization's programmatic input, clamoring for accountability, expansion of its own program or personnel, needs to conduct research or add to the knowledge base, or the establishment of new collaborative types of working relationships.

There were definite reaction patterns toward three organizations in terms of how the respondents viewed the payoffs for them. For state education departments the perceived "ultimate" payoff was identified as an enhanced dissemination and clearinghouse activity set. State education department perceived payoffs were also the most consistent among the respondents as an entire group when compared to all of the other identified agencies or organizations in terms of satisfaction, importance-relevance, presence, and potential for future development. This consistency might be attributed to their long history of involvement and collaboration with respect to innovations, the somewhat legal base from which they function, or the more well-defined dissemination activities that they have engaged in over the years. The set of responses toward institutions of higher education exhibited the most agreement and stability in terms of the examined demographic backgrounds of the respondents where the payoff of providing technical assistance to teacher centers was consistently identified as the target areas for productive intervention. Technical assistance was probably construed as running the gamut from colleges/universities awarding graduate credit for teacher center inservice offerings to providing instructors or facilitators for workshops to helping out with the evaluation of teacher centers. The interfacing with accreditation agencies was viewed consistently in a definitive manner with the payoff of breaking down of traditional belief patterns and modes of functioning as having potential benefits for both organizations. The data, however, did not reflect whether the respondents visioned that someday there might be accredited or unaccredited teacher centers at local, regional or state levels. The data did, however, reveal that the payoff dimensions associated with accreditation agencies exhibited the least degree of satisfaction, as being the least important or relevant, as being present the least often, and possessing the lowest potential for future development.

The areas, where things were not so definitive, conclusive or straightforward, cut across the listed payoffs for given organizations, the perceptual frameworks of the respondents in terms of the rating dimensions, and the background characteristics of the respondents. The payoff-set where the greatest amount of disparity existed among the perceptual frameworks of the respondents was associated with the community/parents and their potential benefits as they might interface with the teacher center. Basically this payoff-set dealt with greater community input and involvement in the schooling process and the inservice preparation of teachers; perhaps, the disagreement might be attributed to the wide cross-section of the locales which made up the sample of respondents and the variety of value perspectives on parent or community collaboration. Aside from the vast amount of disagreement, the intervention of parents or interested community groups was also not deemed with any great degree of favor or enthusiasm. This finding is somewhat interesting because of the general public's latest disenchantment with the schools and parents' concerns with accountability. Another possible reason for the somewhat lack of excitment with respect to the community might be the ever-present need to deal with the concerns of the inservice teachers.

The greatest amount of dissonance among the responses was associated with making an assessment of the presence of the activities which might be construed as payoffs for a given agency or organization as a result of interfacing both conceptually and/or operationally with teacher centers. In addition, the magnitude of the level of the presence of the listed payoffs was consistently rated the lowest of the four contextual preference measures. Once again, because of the diverse settings of the respondents, varying degrees of payoff-

related activities may have been operating or not functioning at all.

The demographic or background dimension of the respondents which represented the greatest degree of discrepancy was that of primary professional responsibility. Much of this dissonance existed between school system curriculum coordinators/supervisors and teacher center directors/coordinators. The areas of perceptual disagreement were reflected in the degrees of satisfaction with and potential for future development of the institutional payoffs. There is the possible chance that this "perceptual war" also clashes in reality as given teacher centers are evolving; where inservice norms are changing; and where school system organizational configurations are being "tested" and subsequently modified.

WHERE TO NEXT

The research activities, the information and/or data collected, the inferences drawn, the conclusions generated, and the recommendations set forth represent only a "scratching of the surface" or an "exposing the tip of the iceberg." However, the current information uncovered by way of this study in terms of role expectations, functional attributes and instititional payoffs of teacher centers was an initial attempt, a perceived worthwhile effort, and a start in a highly desirable direction. A somewhat apparent need appears to be an in-depth analysis of those teacher center elements deemed appropriate by local school system, state education department, or federal level decision makers or stakeholders to get at selected concerns and issues associated with the institutionalization of given elements.

To accomplish the goals for such an in-depth analysis of given deemed-appropriate-roles-functions-payoffs, two related inquiry thrusts might be planned, each with several distinct foci:

- An inquiry activity, probably labelled "Intensive Deemed-Appropriate-Roles-Functions-Payoffs Review," might provide: (a) thorough documentation of currently deemed-appropriate-roles-functions-payoffs; (b) an estimate of the degree to which the deemed-appropriate-roles-functions-payoffs are amenable to an indepth analysis; and (c) a description of the impact or likely scenarios that may eventuate as a result of a school system's institutionalizing these deemed-appropriate-roles-functions-payoffs.

- An inquiry activity, probably dubbed "Deemed-Appropriate-Roles-Functions-Payoffs Impact Assessment," might go in two directions: (a) to conduct an impact-oriented research effort of the deemed-appropriate-roles-functions-payoffs as they have been implemented; and (b) to develop policy guidelines that might be used to direct future teacher center operations toward the achievement of goals as they are defined by the confluence of local school systems' boards of education and central administrations, state education departments, federal funders, private funders, and current teacher center operations. In addition to the "problems" likely to be confronted by given teacher center directors and policy board members, state education departments, federal funders, inservice teachers and administrators, etc., various policy revisions might be suggested that can serve as causal links between the intent of the teacher center program and the expectations of the above mentioned stakeholders.

Given the assumption that teacher center programs are highly complex and dynamic, logic would have us infer that an in-depth analysis of these complex processes must be of parallel complexity. Thus, any inquiry effort which oversimplifies the process is going to be, at least, inappropriate and at worst, damaging. Given teacher centers might be condemned, accepted, heralded, or modified on the basis of insufficient evidence which may not

be available at the present time. The task now appears for decision-makers and selected stakeholders to decide which of the roles-functions-payoffs for teacher centers are or have been appropriate. Hopefully, the decision-makers will link appropriateness and success with the potential for institutionalization on "hard" school system funds. Once identified, this small handful of deemed-appropriate-roles-functions-payoffs might undergo an in-depth analysis with a special focus on assessing the institutionalization potential of these deemed-appropriate-roles-functions-payoffs. A detailed plan has been drafted and follows on how such an in-depth analysis might be conducted. It examines the institutionalization potential of teacher center deemed-appropriate-roles-functions-payoffs, as perceived by local decision-makers and given stakeholders.

Deemed-Appropriate-Roles-Functions-Payoffs Documentation

An approach that might be used to examine the deemed-appropriate-roles-functions-payoffs for given teacher centers might be the traditional linear or historical perspective. Under the rubic of this approach, the research and/or inquiry tools of the historian might be used to gain a sense of the teacher center roles-functions-payoffs' original purpose and scope and the changes, modifications or refinements that have taken place over the last few years. The principal sources for information required to compile an accurate portrayal of these teacher center elements are existing related documents and reports. Content analysis of these documents might then be performed and results recorded for use in later comparisons with data collected through the use of other methodologies.

Social enactment theory (Weick, 1979) is another approach that might be used to document the given deemed-appropriate-roles-functions-payoffs. It has been recognized, as a result of this initial research effort and the personal experiences of the investigator, that the input of many different decision-makers and stakeholders can substantially influence the scope and shape of any given set of deemed-appropriate-roles-functions-payoffs. Important, however, is the recognition that persons who are directly involved in an activity associated with deemed-appropriate-roles-functions-payoffs determine or socially enact the boundaries and assumptions within which they choose to operate. These boundaries and assumptions may or may not reflect formal plans stated elsewhere (funded proposals or disseminated teacher center working documents). Nevertheless, because people communicate in networks (both formal and informal), the rules, norms, and assumptions associated with the deemed-appropriate-roles-functions-payoffs are probably "socially enacted" and tend to dictate a teacher center's reality. By addressing this perspective, a future inquiry effort might focus in on and make use of this phenomenon that appears to exist but is rarely documented and used for analyses purposes.

It might also be recognized that the perspectives of various groups in social enactment networks (especially teacher center directors and external funding agency officials) are biased to a certain degree by teacher center histories and other relevant threats to the validity of current perceptions about the deemed-appropriate-roles-functions-payoffs. With this caveat in mind, representatives from various stakeholder groups might be interviewed to document their respective positions on issues related to purposes, goals, objectives, activities, and the affects of the deemed-appropriate-roles-functions-payoffs. Interviews might be structured so as to "backward chain"

their reports to gain insight about how the deemed-appropriate-roles-functions-payoffs as well as the interviewees' perceptions have changed over time.

Suggested Research-Documentation Questions:

To bring greater conceptual clarity to a series of documentation tasks, the design of future in-depth inquiry efforts of the deemed-appropriate-roles-functions-payoffs might be based on a cognitive conceptual framework. Future major research questions might be distributed across three interrelated categories: descriptive; correlational; and interpretative.

Descriptive Questions

From descriptive questions, information might be gathered to answer the most general documentation question: Of what do the deemed-appropriate-roles-functions-payoffs consist? To assess the researchableness of a given set of deemed-appropriate-roles-functions-payoffs, an accurate portrayal and understanding is necessary. Other potential descriptive questions are as follows:

1. What are the problems of teacher centers addressed by the deemed-appropriate-roles-functions-payoffs as described by: (a) existing external funding proposals, (b) formal program documents, (c) program management, (d) teachers and administrators from involved schools, and (e) policy makers and stakeholders?

2. What are the deemed-appropriate-roles-functions-payoffs' goals, objectives, and intended effects as described by: (a) existing external funding proposals, (b) formal program documents, (c) teacher center management, (d) teachers and administrators from involved schools, and (e) policy makers and stakeholders?

3. What are the causal assumptions on which the goals for the deemed-appropriate-roles-functions-payoffs are based?

4. What are the expected changes within the deemed-appropriate-roles-functions-payoffs upon school system institutionalization that will influence: (a) teacher center program activities and operations, and (b) program activities as they are being implemented on external "soft money"?

5. What are the objectives of teacher center program management in terms of the deemed-appropriate-roles-functions-payoffs?

6. What teacher center program management services are planned to be made available to the deemed-appropriate-roles-functions-payoffs upon school system institutionalization?

7. What program management services actually are provided in terms of the deemed-appropriate-roles-functions-payoffs?

8. What teacher center program management performance indicators are available for accountability purposes?

9. What data have been and are currently being collected to document the effectiveness and fidelity of teacher center program management activities?

10. To what extent are the teacher center directors and other stakeholders satisfied with program management services?

11. What are the inservice problems addressed by the deemed-appropriate-roles-functions-payoffs in the involved schools?

12. What activities and services are planned to be made available to teachers associated with the deemed-appropriate-roles-functions-payoffs upon a school system's institutionalization?

13. What activities and services are actually being provided to teachers associated with the deemed-appropriate-roles-functions-payoffs?

14. What teacher performance indicators are available for accountability purposes?

15. What data are currently being gathered by the teacher center directors on deemed-appropriate-roles-functions-payoffs to document the efficacy and fidelity of inservice activities for participating teachers?

16. To what degree are participating teachers, other stakeholders, and policy makers satisfied with the deemed-appropriate-roles-functions-payoffs?

Correlational Questions

The second category of questions, correlational, might require that comparisons be made between data collected in response to certain descriptive questions. Questions of this type help to determine whether discrepancies exist between the expected or intended problems, purposes, and activities. Also, correlational questions are usually designed to analyze the degree to which decision-makers and stakeholders might be satisfied with current operations and to lend some insight into the researchableness of the deemed-appropriate-roles-functions-payoffs.

1. To what degree are there differences between the problems addressed by and purposes and objectives of the deemed-appropriate-roles-functions-payoffs as: (a) stated in existing external funding proposals, (b) stated in teacher center program documents, (c) articulated by teacher center directors, (d) perceived by teachers and administrators, and (e) perceived by other stakeholder groups, decision-makers, policy makers, organized community groups, etc.?

2. Are there differences between planned and actual teacher center program management objectives and activities?

3. To what degree are evaluation data collected by teacher center directors used to modify their activities?

4. To what degree are the causal assumptions on which the deemed-appropriate-roles-functions-payoffs based plausibly linked to objectives at the teacher center program management level?

Interpretative Questions

Interpretative questions have the potential to lend some structure to the task of analyzing past and current activities of the deemed-appropriate-roles-functions-payoffs in order to generate some policy recommendations for current and future activities. A more immediate and utilitarian purpose of these questions might be to provide direction to the planning of the earlier overviewed second inquiry thrust, "Impact Assessment Phase." Additional questions concerning deemed-appropriate-roles-functions-payoffs analysis also probably need to be addressed:

1. Are the assumptions that are plausibly linked to deemed-appropriate-roles-functions-payoffs' objectives empirically testable?

2. To what degree are the objectives of teacher center program management attainable?

3. To what degree are the objectives of teacher center program management measurable?

4. To what degree are comprehensive, reliable, and valid data currently being collected about teacher center program management effectiveness and fidelity?

5. If necessary, how must deemed-appropriate-roles-functions-payoffs' objectives be restated to increase the number of and strengthen the causal links between objectives, program management activities and outcomes?

6. If necessary, how must deemed-appropriate-roles-functions-payoffs' management activities be redesigned to achieve institutionalization objectives?

7. What are the implications of expected changes in deemed-appropriate-roles-functions-payoffs and the future institutionalization of program objectives and activities suggested by: (a) a logical analysis framework, (b) a program management viewpoint, and (c) the perspective of major stakeholders.

8. What are the implications of the data gathered and the analysis and recommendations formulated during the "Impact Assessment" of this suggested indepth analysis effort?

Researchableness Assessment:

To examine the degree of researchableness (Rutman, 1980) of the deemed-appropriate-roles-functions-payoffs, a series of flow diagrams will probably need to be constructed to depict the deemed-appropriate-roles-functions-payoffs from different perspectives. An initial activity might be to prepare a "documents flow diagram" that reflects how the deemed-appropriate-roles-functions-payoffs are described in working papers, memos, annual reports, external evaluation reports, and other relevant materials. In addition to providing needed, descriptive information about the deemed-appropriate-roles-functions-payoffs characteristics, diagrams also might help to distinguish between possible relatively vague, rhetorical goals of the deemed-appropriate-roles-functions-payoffs and the real or authentic purposes and objectives for which these activities could and should be held accountable.

To develop a formal "documents flow diagram," the deemed-appropriate-roles-functions-payoffs and their purposes, objectives, and the intended effects need to be prepared from a review of program documents. Distinctions also need to be made between goals (or intended outcomes) and operations or activities (what the activities or operations consist of). Distinctions need to be made between outputs (or accounting for how human and financial program resources have been used such as the number of needs assessments conducted by teacher center directors) and the effects (or consequences of program activities such as improved dissemination or evaluation designs). With this information, a flow diagram depicting the structure of the deemed-appropriate-roles-functions-payoffs might be constructed.

Such a diagram might be explained to the given teacher center directors in terms of how and from what information the diagram was constructed, and a tentative interpretation might be offered as to how the given deemed-appropriate-roles-functions-payoffs operate (the relationships between components, the congruence between objectives and effects, and the salient causal linkages). The given teacher center directors might then be asked to verify the diagram as it has been drawn and interpreted from existing program documents. It is likely that a diagram in some ways might be incomplete or interpreted inappropriately. Suggested modifications by the teacher center directors might be made to the diagram to accurately reflect how the deemed-appropriate-roles-functions-payoffs are described in formal program documents.

A next step in the process might be to construct a "teacher center director's or respective stakeholder's diagram" of the given deemed-appropriate-roles-functions-payoffs. The following questions might then be raised to shed light on the discrepancies between the "documents flow diagram" and a "teacher center director's or respective stakeholder's diagram."

1. What deemed-appropriate-roles-functions-payoffs activities are missing from a given "documents flow diagram"?

2. How do each of the activities of the deemed-appropriate-roles-functions-payoffs operate?

3. What goals and effects are missing from the "documents flow diagram"?

4. What is the meaning of each goal and effect?

5. Are there competing or conflicting goals?

6. Are the causal linkages between activities, goals and objectives, and effects plausible?

It should be noted that it is the respective respondent's perspective and not that of an interviewer. A separate diagram will probably need to be constructed for each teacher center director interviewed but only one diagram probably should suffice for each of the other stakeholder groups. It is also possible that one diagram may not accurately reflect differences in perspectives of members of the same stakeholder group. Should this be the case, separate diagrams will need to be developed to accurately reflect and test these differences. Shortly after the respective flow diagrams have been developed and a copy sent to the respective interviewee, the diagram can be verified through a telephone interview.

The same technique can also be followed for collating information from all teacher center visits. That is, persons who are associated with a given deemed-appropriate-roles-functions-payoffs such as building principals, teachers, central office administrators, policy board members, etc., might be interviewed to collect information on deemed-appropriate-roles-functions-payoffs reality. By doing this, an "operational" or "equivalence diagram" can be constructed that depicts which actually happens when deemed-appropriate-roles-functions-payoffs exist with respect to the teacher centers.

Sampling Plan for Involved Teacher Centers:

The adequacy of a sampling plan using a case study methodology depends on the degree to which the assumptions of (a) variability and (2) typicality are met (Lucus, 1974). On the one hand, it is important that the disparate characteristics of a distribution of teacher centers are noted. On the other hand, it is also important and necessary to identify and aggregate practices and characteristics of teacher centers that are more or less successful and, therefore, seem to typify the group of a given deemed-appropriate-roles-functions-payoffs which might be under study. The sampling plan might maximize the variability assumption by identifying teacher centers that have been judged by experts, professional organizations or the U.S. Department of Education to be exemplary as well as identifying other teacher centers which have not been particularly successful. Several "model teacher centers of sorts" might also need to be included in a case study group. More specifically, the teacher centers selected for site visits might need to be identified by way of a set of prioritized criteria.

Given the relative importance of the variability assumption, the basic objectives for the teacher center visits might be: (1) to document the deemed-appropriate-roles-functions-payoffs' actual activities; (2) to assess the researchableness of the deemed-appropriate-roles-functions-payoffs' management operations; and (3) to serve as a probe for the "Impact Assessment."

Individuals to Be Interviewed:

Several steps need to be taken to ensure that the positions of various stakeholding groups are reported in a pure, and, to the greatest extent possible, an unbiased perspective. To accomplish this, representatives from individual stakeholding audiences might be interviewed by the same interviewer. Each interviewer might have only one stakeholding audience to interview. The interviewer will then draft a narrative report of the interviews from notes and verbatim comments taken down during the interviews. Social enactment theory (Weick, 1979) might also be applied to determine the extent to which individuals and stakeholder groups create boundries of program reality and choose to perceive and perform deemed-appropriate-roles-functions-payoffs' related activities within these perceptual boundaries. Understanding how this occurs in terms of the deemed-appropriate-roles-functions-payoffs might enable the design of alternatives to improve the performance of program management.

It is probably unlikely that the deemed-appropriate-roles-functions-payoffs can be accurately portrayed without heeding and accounting for a phenomenon such as this. Identifying the ways in which various stakeholders "socially enact" may lend an additional interpretative perspective to be used in understanding the flow diagrams (previously discussed) of activities and operations developed during the interviews.

Development of Interview Protocols:

A number of quasi-structured interview protocols and telephone guides might be developed for use with given stakeholder groups. A quasi-structured interview protocol will permit the standardization of data collection across interviewees and also allows for spontaneity on the part of both interviewer and interviewee. Questions related to the researchableness assessment process will probably require a relatively high degree of structure while other questions can be somewhat less structured. Interview guides might also need to be field tested in demographically similar teacher center settings for refinement in both the areas of the questions asked and the questioning techniques of the interviewers.

Teacher Center Visits:

To depict the deemed-appropriate-roles-functions-payoffs as accurately as possible, a variety of individuals might need to be contacted and interviewed in some depth. It should be noted that other persons in addition to those identified by teacher center management and other stakeholders need to be interviewed also; these individuals are often referred to as "key informants." Key informants are usually those individuals who, because of their respective roles, tend to be quite knowledgeable about given deemed-appropriate-roles-functions-payoffs.

Aside from the descriptive questions listed earlier that might be asked during the interviews, an explanation will need to be given about the general nature and purpose of the in-depth analysis of the deemed-appropriate-roles-functions-payoffs as to their researchableness assessment, and the reasons for interviewing the selected individuals. It will also need to be emphasized

that the interview itself is not serving as an examination of the respective deemed-appropriate-roles-functions-payoffs, but rather as means to help identify concerns and issues related to the given deemed-appropriate-roles-functions-payoffs from the perspectives of those being interviewed. Also, there will be a need to identify the informal and/or formal role(s) of the respective interviewees have to given deemed-appropriate-roles-functions-payoffs. The content flow of this series of interviews might focus on an operational concept, specific implementation activities, audience(s) served, goals and effects, degree of satisfaction, and suggestions for increasing the impact of given deemed-appropriate-roles-functions-payoffs.

Deemed-Appropriate-Roles-Functions-Payoffs Analysis

The inquiry activities that appear necessary to accomplish the purpose of this phase of the in-depth analysis effort will probably require both a procedural as well as a substantive framework. An extrapolated illuminative approach to the inquiry process (Parlett and Hamilton, 1976) coupled with selected aspects of the generalized researchableness assessment process (Rutman, 1980) appears to be appropriate. The basic concerns will probably need to focus on description and interpretation with an emphasis on information gathering rather than decision-making. The thrust appears to be an uncovering of a comprehensive understanding of the complex reality associated with the given deemed-appropriate-roles-functions-payoffs. This will probably entail more than one form of information/data gathering.

Day-to-day activities of given deemed-appropriate-roles-functions-payoffs will need to be documented using secondary sources such as program proposals, annual program reports, annual internal evaluation reports, dissemination publications, minutes of staff meetings, memoranda, etc. In addition, direct observations including several interviews with teacher center directors, school based professionals, and other stakeholder groups will need to be conducted. The participants associated with the given deemed-appropriate-roles-functions-payoffs also should be invited to frame appropriate questions that serve to better understand the activities and their related issues and problems. As the issues and problems identified become better understood, specific subsequent analysis efforts can be intensified or redirected. Causal patterns will also need to be sought to understand why certain activities or outcomes result; this can be facilitated through the construction of "cause maps" (Rutman, 1980).

Although the illuminative inquiry approach (Parlett and Hamilton, 1976) entails reasoned human judgment and a goodly amount of progressive focusing techniques applied to qualitative data, quantitative measures and indices, and a rigorous adherence to traditional interpretations of the concepts of validity and reliability will also need to be employed. Several structuring devices will have to be designed to gather valid information in ways that are consistent across informational sources. The methods of researchableness assessment (Rutman, 1980) also lend structure and objectivity to information with its preconditions to ensure the researchableness of given deemed-appropriate-roles-functions-payoffs in terms of well defined components that can be implemented in a prescribed manner, clearly defined goals and effects, and plausible causal linkages. The researchableness assessment approach (Rutman, 1980) when coupled with the illuminative approach (Parlett and Hamilton, 1976)

has the potential to provide a comprehensive overview of the kinds of activities that characterized the given deemed-appropriate-roles-functions-payoffs, and the extent to which these activities are causally linked and can be analyzed.

In terms of the institutionalization of the deemed-appropriate-roles-functions-payoffs, an institution-building model (Eaton, 1972) appears to be appropriate for the impact analysis and institutionalization dimensions of this proposed in-depth investigation because of its potential for assessing the relationships and compatibilities of the deemed-appropriate-roles-functions-payoffs and social and organizational frameworks of the school system. More specifically, the impact of the deemed-appropriate-roles-functions-payoffs may be estimated by assessing change in a school system's: (1) technical capacity to carry-on with the delivery of expected inservice services; (2) strength of commitment of its stakeholders; (3) capacity for innovation and change; (4) community reputation; and (5) the multiplier or ripple effect of the deemed-appropriate-roles-functions-payoffs. In addition, this approach appears to be rather compatible to the case survey methodology (Lucus, 1974) which has been alluded to previously and will be discussed further.

Suggested Methodologies:

The tentative correlational and interpretative questions listed earlier appear to be logical extensions of the descriptive questions. The correlational and interpretative questions have the potential to serve as guides to the various analysis tasks. To provide an accurate comprehensive documentation of the deemed-appropriate-roles-functions-payoffs, five analysis efforts will probably need to be employed: (1) a compilation of profiles of the deemed-appropriate-roles-functions-payoffs; (2) document analysis of pertinent school system policies and guidelines for teacher centers and deemed-appropriate-roles-functions-payoffs' related documents; (3) content analysis of stakeholder interviews and program flows diagrams; (4) compilation of demographic profiles of involved visited teacher centers; and (5) content analysis using case survey methodology (Lucus, 1974) to aggregate teacher center visit findings. These different approaches might be used in conjunction with one another to confirm findings across the various information sources similar to the triangulation method (Guba, 1978) described by advocates of naturalistic inquiry. This proposed approach appears also to be consistent with the multiple data gathering methods of the illuminative evaluation process (Parlett and Hamilton, 1976).

Profiles of Deemed-Appropriate-Roles-Functions-Payoffs

Information from existing and similar teacher centers might be collected from the literature and by way of information-seeking correspondence on a national scale. Other information might also be sought from the U.S. Department of Education. Once obtained, this information can be combined or synthesized into profiles for each of the deemed-appropriate-roles-functions-payoffs. Profiles of this nature can be used for comparison purposes when comparing teacher centers visited and teacher centers not visited that are associated with given deemed-appropriate-roles-functions-payoffs. In addition, such profiles might also provide general descriptions of deemed-appropriate-roles-functions payoffs for use in terms of policy recommendation and institutionalization-potential-testing.

Content Analysis of Stakeholders' Interviews

Interview information, like other kinds of qualitative or "soft" information, can be translated into quantitative forms if the purpose of the analysis is best served through this process. For purposes of this proposed in-depth analysis effort, it appears that a careful content analysis (using a locally validated taxonomic scheme) of the responses to the quasi-structured interview protocol questions has the potential to yield findings in a rich variety of contexts. Quantitative measures such as means, medians, mode, frequencies and percentages can also be used to guide the content analysis. Similar and diverse responses can be aggregated according to respective stakeholding groups. In addition, comparisons and statistical tests of significance might also be made utilizing the ever-popular nonparametric treatments (sign test, Wilcoxon test, Mann-Whitney-U-test, Kruskal-Wallis One-Way Analysis by Ranks, etc.).

Content Analysis of Program Flow Diagrams

Along with the conventional content analysis methods associated with the illuminative evaluation approach (Parlett and Hamilton, 1976), the various program flow diagrams can be compared to identify differences (qualitative and quantitative) in the way the deemed-appropriate-roles-functions-payoffs are perceived. By way of analyzing these differences, policy and procedural recommendations can be developed to enhance the effectiveness of the deemed-appropriate-roles-functions-payoffs' operations. After the various program-flow-diagrams have been analyzed, a "composite program flow diagram" might be constructed. This composite program flow diagram might consist of component descriptions, objectives, and effects of all of the deemed-appropriate-roles-functions-payoffs that would probably merit close examination during the policy impact and institutionalization assessment aspects of the proposed in-depth analysis effort.

Case Survey Methodology

The case survey method (Lucas, 1979) might be used to bring together within a common framework the array of descriptive information collected during the teacher center visits. Once aggregated, a procedure might be developed for analyzing much of the teacher center visitation data. A highly structured series of questions or a checklist or a typology might be applied to the case study reports of each teacher center visited under the rubric of given deemed-appropriate-roles-functions-payoffs. Such a checklist or typology might include items or questions related to the purposes of the given deemed-appropriate-roles-functions-payoffs as stated in several documents and interviews; the planned and actual activities; and the variables considered important to the impact and institutionalization and outcome measures required to document effects.

Checklist or typology responses can be recorded in a format which allows for further descriptive or nonparametric analyses of these data. Estimates of interrater reliability (Scotts coefficient) can be calculated with a consensus

methodology utilized to resolve questions or controversies that may arise among coders or raters in applying a checklist or typology to the school-based case study data.

Presentation of Findings:

Findings might be presented to the involved teacher center directors, various stakeholding groups, and policy/decision-makers during a "by-invitation" meeting. Prior to the meeting, copies of preliminary reports can be sent to those likely to be in attendance. Also, a summary of the findings might accompany the battery of preliminary reports. To provide some zest to the reporting process, the findings from some of the teacher center visits may be written in story form to provide a rich and/or lucid descriptive record of the activities of the given deemed-appropriate-roles-functions-payoffs.

Impact Analysis and Recommendations on Institutionalization

An impact and institutionalization analysis of such an in-depth investigation might be viewed from two foci: (1) an impact analysis of the deemed-appropriate-roles-functions-payoffs, and (2) a future's perspective. Activities falling under these rubrics can be used to augment previously gathered data and to delineate the recommendations and implications for alternative future institutionalization scenarios with respect to the deemed-appropriate-roles-functions-payoffs.

One way of predicting the future is to examine and understand the past. Consistent with this assumption, the deemed-appropriate-roles-functions-payoffs impact analyses might employ a traditional content analysis approach to relevant secondary documents describing local teacher center activities to "get a handle" on the historical perspective. Two general questions might serve to guide this aspect: (1) What techniques or procedures have been instituted in an effort to bring the deemed-appropriate-roles-functions-payoffs into compliance with the intents of existing school system policy? To state it another way, what structural or organizational changes have been required in the deemed-appropriate-roles-functions-payoffs as a result of these factors? and (2) What changes, if any, have taken place in the involved teacher centers as result of these factors?

In addition to assessing the current status, the researchableness, and impact of deemed-appropriate-roles-functions-payoffs, another important task might be to describe likely and alternative "institutionalization futures" for each of the deemed-appropriate-roles-functions-payoffs. The collection of information/data during the documentation and inquiry phases of this proposed in-depth analysis might allow for this classification and synthesis of deemed-appropriate-roles-functions-payoffs which could culminate in descriptions of current and contemporary scenarios. These descriptions essentially might serve as the basis from which the "institutionalization futures" of the deemed-appropriate-roles-functions-payoffs could evolve.

The likely "institutionalization futures" of the deemed-appropriate-roles-functions-payoffs for the 1980's might also be derived from the interaction of two sets of impact factors: (1) external impact factors that are beyond the

control influence of the involved teacher center directors, the professional teaching staff, the school system central office and building administrators, etc., such as local court orders and legislation, state and federal legislation, professional organizations, powerful organized community groups or the local population in general; and (2) internal impact factors that are within the influence boundaries of given deemed-appropriate-roles-functions-payoffs and their involved teacher centers. Social enactment theory (Weick, 1979) probably can account for the limits that teacher center directors place on the scope and nature of their activities and can be helpful in interpreting internal impact factors.

The "institutionalization futures" of the deemed-appropriate-roles-functions-payoffs have the potential to be predicted based on a logical analysis of past and current external and internal impact factors. Given the circumstances that a given institutionalization futures is considered undesirable by certain stakeholders and/or decision-makers, alternative institutionalization futures and the external and internal impact factors associated with each can be described for decision-makers' and/or stakeholders' consideration. The intent of providing alternative futures is not to promote one scenario over others but rather to describe the likely alternatives so that decision-makers and stakeholders can select the most acceptable "institutionalization futures" and become informed as to the nature and interactions required to realize the desired futures.

A major difference between the approach suggested earlier and the approach described here is that the emphasis of the data collection activities might be on determining the impact of the deemed-appropriate-roles-functions-payoffs rather than describing and assessing the researchableness of them.

Data Collection and Analysis:

The principal method of data gathering, again, might be the use of the quasi-structure interview protocols which appear to be compatible to the case study methodology. Again, the interview protocols might contain tentative descriptive, correlational, and interpretative questions.

Descriptive Questions

1. What was the inservice mission of the school system before the establishment of the teacher center?

2. What is the inservice mission of the school system at present?

3. Before the teacher center, what were the salient characteristics of the school system's: (a) administrators, (b) teachers, (c) students, (d) school board, and (e) organizational dynamics?

4. At present, what are the salient characteristics of the school system's: (a) administrators, (b) teachers, (c) students, (d) school board, and (e) organizational dynamics in terms of the deemed-appropriate-roles-functions-payoffs?

5. What were the inservice education problems to be addressed by the respective deemed-appropriate-roles-functions-payoffs at the time of teacher center establishment?

6. Which of the inservice problems have persisted in terms of the deemed-appropriate-roles-functions-payoffs?

7. Which problems associated with the deemed-appropriate-roles-functions-payoffs were encountered?

8. What program management services have been and are planned for the respective deemed-appropriate-roles-functions-payoffs?

9. What impact will institutionalization have on each of the deemed-appropriate-roles-functions-payoffs?

10. What activities and services have been and are currently planned to be made available to teachers, students, administrators, and others associated with the deemed-appropriate-roles-functions-payoffs?

11. What benefits have accrued to the school system as a result of the deemed-appropriate-roles-functions-payoffs?

12. To what degree are administrators, teachers, students, and other stakeholders satisfied with given deemed-appropriate-roles-functions-payoffs?

Correlational Questions

1. Are there differences between the purposes and activities for the teacher center and the purposes and activities for which the teacher center carried out?

2. Are there differences between planned and actual program management services to the teacher center?

3. Are there differences between expected and realized school system benefits from the teacher center?

4. Are there differences in the degree to which administrators, teachers, students and other stakeholders such as teacher center directors, etc., are satisfied with the deemed-appropriate-roles-functions-payoffs?

5. To what degree have the problems faced by the school system been resolved by way of the teacher center's activities and services?

6. Are there differences between the mission and characteristics of the school system before the teacher center and the current school system mission and characteristics?

Interpretative Questions

1. To what degree were the teacher center's objectives attained?

2. Can the deemed-appropriate-roles-functions-payoffs be causally linked to new or different school system practices or changes in characteristics?

3. What effect has the teacher center had on the school system?

4. Were the fiscal and human resources adequate to achieve the purposes of the respective teacher center?

5. What are the internal and external impact factors that will influence the future of the deemed-appropriate-roles-functions-payoffs?

6. What are the likely alternative futures for the deemed-appropriate-roles-functions-payoffs?

7. What are the nature and scope of the interventions required to realize the various alternative futures of the deemed-appropriate-roles-functions-payoffs?

Sharing the Results:

Again, during this phase, teacher center visits might be made, however, modifications will probably have to be made in the original sampling plan to include more "representativeness." Quasi-structured interview protocols and data analysis techniques including the use of deemed-appropriate-roles-functions-payoffs flow diagrams again, might be constructed and validated. It might also be anticipated that the formal use of flow-diagrams will lessen but logical analysis patterns associated with the institution-building model (Eaton, 1972) probably will continue to be employed.

It is hoped that the case studies developed from the teacher center visits can be shared with the respective teacher center directors as well as the designated decision-makers and stakeholders. Further, it is hoped that much of the information collected during this phase might be considered appropriate to disseminate and share with other interested inservice education audiences across the nation in a form deemed appropriate for local utilization, modification and/or adaptation.

Further Commentary in Parting

The in-depth analysis of those deemed-appropriate-roles-functions-payoffs identified as a result of this initial research effort has included an eclectic combination of elements borrowed and extrapolated from the traditional historical inquiry perspective, social enactment theory (Weick, 1979), illuminative evaluation approaches (Parlett and Hamilton, 1976), institutional-building theory (Eaton, 1972), evaluability assessment strategies (Rutman, 1980), impact analysis, and futures case survey methodologies (Lucus, 1974). These

elements used in concert have the potential to explain and document the evolution of the problems, issues, and activities that characterize the deemed-appropriate-roles-functions-payoffs. In addition, the blending of these elements into a structure for interpreting the gathered interview data might help in identifying the major internal and external impact factors to be considered in describing the alternative futures and/or institutionalization patterns for the deemed-appropriate-roles-functions-payoffs.

What has been presented here in terms of an in-depth analysis of those deemed-appropriate-roles-functions-payoffs might be perceived as somewhat comprehensive and too encompassing. If this is the case, then decision-makers and stakeholders might establish priorities as to which of the proposed in-depth evaluation activities (if any) might get at the important concerns and issues associated with the institutionalization of a teacher center. The proposed in-depth analysis appears to be a logical extension of the initial exploratory inquiry effort and has the potential to delineate and document the effectiveness and impact of teacher centers. It also has the potential to contribute to the knowledge base and to the understanding of the many problems related to emergent inservice preparation programs. The proposed in-depth analysis, as presented, has the potential to bring to bear descriptions and findings about the processes, activities, and impact from several perspectives, and to yield fair judgments about the potential institutionalization of deemed-appropriate-roles-functions-payoffs. The intent, here, has been to bring together and synthesize some thoughts, speculations, strategies and inferences based on an initial inquiry effort into the role expectations, functional attributes, and institutional payoffs of teacher centers.

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APPENDIX A

"Teacher Center Value-Orientation-Preference Inventory"

TCVOPI

(Pronounced: "tee-see-vōpi")

TEACHER CENTER VALUE-ORIENTATION-PREFERENCE INVENTORY

Directions:

Below are listed three sets of general concerns about both non-federally and federally funded Teacher Centers. These three sets have been labelled "Role Expectations", "Functional Attributes", and "Institutional Payoffs". Within each of the three sets are several dimensions which are examples of the given set. Under each of the dimensions are operational descriptors which help to clarify or explain each of the dimensions. Each operational descriptor has a code number (for computer purposes) which also relates to the same code number on RESPONSE FORM A. Would you please rate each operational descriptor according to the following scales and place the number representing your choice or preference with respect to "satisfaction with (sat)", "importance/relevance of (imp/rel)", "presence of (pres)" and "future development of (dev)" on the lines to the right of the operational descriptor on RESPONSE FORM A.

Thank you

SCALES

I. Degree of SATISFACTION with:

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

II. Degree of IMPORTANCE/RELEVANCE of:

1	2	3	4
Totally Unimportant/ Irrelevant	Unimportant- Irrelevant	Important	Very Important/ Relevant

III. Degree of PRESENCE of:

1	2	3	4
Never Present	Sometimes Present	Frequently Present	Always Present

IV. Potential for FUTURE DEVELOPMENT of:

1	2	3	4
No Potential	Little Potential	Much Potential	Great Potential

ROLE EXPECTATION PROFILE

Inservice Teacher:

(RE-IT-01) Designer of own professional development
(RE-IT-02) Recipient of inservice training
(RE-IT-03) Establisher training policy and procedure
(RE-IT-04) Instructional leader of students
(RE-IT-05) Designer of curriculum and instruction
(RE-IT-06) Evaluator of educational materials and inservice programs
(RE-IT-07) Instructor of other inservice teachers and fellow professionals

Inservice Administrator:

(RE-IA-01) Facilitator of inservice training
(RE-IA-02) Mandator of inservice preparation
(RE-IA-03) Evaluator of inservice preparation
(RE-IA-04) Recipient of career development
(RE-IA-05) Modifier of supervisory style
(RE-IA-06) Emulator of professional practices and inservice sessions
(RE-IA-07) Instructor of inservice preparation sessions

University/College Professor:

(RE-P-01) Provider/instructor of inservice preparation
(RE-P-02) Evaluator of inservice preparation and teacher center
(RE-P-03) Developer of program and/or curriculum materials
(RE-P-04) Researcher adding to knowledge base
(RE-P-05) Developer of instruments, measures, scales, etc.
(RE-P-06) Provider of an array of technical assistance

University/College Administrator:

(RE-CA-01) Supporter of teacher center movement as alternative to teacher preparation
(RE-CA-02) Advocator for performance excellence and utilization of quality control mechanisms
(RE-CA-03) Maintainer of adversary position and lobbyer for college/university teacher preparation
(RE-CA-04) Monitorer of teacher center movement's development and growth
(RE-CA-05) Establisher of policy and procedures concerning graduate credit for teacher center courses, workshops, etc.

Professional Association/Union Personnel:

(RE-PA-01) Advocator for performance excellence, accountability, and utilization of quality control measures
(RE-PA-02) Influencer of program design and development efforts
(RE-PA-03) Disseminator of program efforts and developments

(RE-PA-04) Provider of appropriate types of technical assistance
(RE-PA-05) Supplier of program participants and/or teachers
(RE-PA-06) Funder of selected types of program activities and training experiences

Certification Officials:

(RE-CO-01) Searcher for alternative sites and programs for the certification of inservice educators
(RE-CO-02) Advocator for performance excellence, accountability, and utilization of quality control measures
(RE-CO-03) Seeker of innovative certification models and methods
(RE-CO-04) Establisher of newer and/or given performance standards

Preservice Teachers:

(RE-PT-01) Recipient of preservice training and preparation
(RE-PT-02) Intern in teacher center program and activities
(RE-PT-03) Experimentation subject in terms of a different preservice training/preparation model
(RE-PT-04) Modeler of a product prepared/trained by way of a different process

Parents/Community:

(RE-PC-01) Advisor to program activities and logistical planning
(RE-PC-02) Recipient of school related preparation and training
(RE-PC-03) Evaluator of program and logistical activities
(RE-PC-04) Identifier of community and/or supplemental resources
(RE-PC-05) Source of insight into classroom planning
(RE-PC-06) Influencer on center governance and control
(RE-PC-07) Establisher of preparation/training priorities and services provided by the teacher center

K-12 Students:

(RE-S-01) Recipient of the effects of teacher training and/or preparation in teacher center
(RE-S-02) Advisor to program activities and logistical planning
(RE-S-03) Experimentation subject in terms of the effect of inservice teacher training
(RE-S-04) Recipient of more desirable teaching-learning environments

Paraprofessionals:

(RE-PP-01) Recipient of preservice and inservice training
(RE-PP-02) Advisor for program and logistical planning and development
(RE-PP-03) Helper in the development of inservice training materials
(RE-PP-04) Disseminator of program and logistical activities
(RE-PP-05) Preparer of classroom materials
(RE-PP-06) Instructor of students in small groups or individually
(RE-PP-07) Tester of students in small groups or individually

State Education Department Personnel:

(RE-SEA-01) Disseminator of program activities
(RE-SEA-02) Funder of selected types of program activities and training experiences
(RE-SEA-03) Provider of selected types of technical assistance
(RE-SEA-04) Evaluator of inservice preparation and teacher centers
(RE-SEA-05) Recommender of funding from federal government
(RE-SEA-06) Provider/instructor for inservice instruction

FUNCTIONAL ATTRIBUTES PROFILE

Purpose:

(FA-P-01) Giving direction to inservice teacher preparation
(FA-P-02) Intensifying and extensifying preservice teacher preparation
(FA-P-03) Collecting instructional training materials
(FA-P-04) Developing external funding proposals
(FA-P-05) Suggesting and/or recommending inservice training materials
(FA-P-06) Providing an alternative form of inservice teacher education
(FA-P-07) Providing opportunities for teachers to instruct other teachers
(FA-P-08) Providing professional stimulus to teachers and administrators

Orientation:

(FA-O-01) Providing link between preservice and inservice teacher preparation
(FA-O-02) Providing a source for mid-career rejuvenation
(FA-O-03) Providing for training for entry into other or new teaching areas
(FA-O-04) Providing overview on career perspectives
(FA-O-05) Creating an environment for various philosophical orientations toward teaching
(FA-O-06) Creating an awareness for the importance of needs assessment

Clientele:

(FA-C-01) Inservice teachers
(FA-C-02) Preservice teachers
(FA-C-03) Inservice administrators
(FA-C-04) Administrative interns
(FA-C-05) Counselors
(FA-C-06) Curriculum coordinators
(FA-C-07) Paraprofessionals
(FA-C-08) Teacher aides
(FA-C-09) Pre-school teachers
(FA-C-10) Teachers of adults
(FA-C-11) Supervisors
(FA-C-12) Librarians
(FA-C-13) Media specialists
(FA-C-14) Parents

(FA-C-15) Substitute teachers
(FA-C-16) K-12 students
(FA-C-17) Part-time teachers
(FA-C-18) Unemployed teachers
(FA-C-19) Former teachers

Finance:

(FA-F-01) Providing means for maintaining the physical plant of teacher center
(FA-F-02) Providing means for procuring supplies necessary for administration and service component of the center
(FA-F-03) Providing means for obtaining professional consultant services for program development and evaluation projects
(FA-F-04) Providing means for developing and/or tapping community resources for planning and program development
(FA-F-05) Providing means for developing proposals to seek other sources of external funds
(FA-F-06) Providing means for the release of classroom teachers to attend inservice sessions

Governance:

(FA-G-01) Providing a framework for program administration, coordination and function
(FA-G-02) Providing a chain of command for carrying out administrative and program activities
(FA-G-03) Facilitating the linkage and communication between the teacher center and school system, state and colleges/universities
(FA-G-04) Developing and implementing the philosophy and goals of the teacher center

Incentives:

(FA-I-01) Facilitating teacher participation in teacher center programs and activities
(FA-I-02) Rewarding teachers willing to devote extra time to classroom preparation and continuing education
(FA-I-03) Facilitating community involvement in the schools
(FA-I-04) Providing cost-free preparation for teacher aides and paraprofessionals

Location:

(FA-L-01) Centralizing teacher professional development materials, classroom preparation materials, and classroom instructional aids
(FA-L-02) Facilitating community participation in the planning and development of teacher center activities
(FA-L-03) Facilitating access for teacher/paraprofessional participation in teacher center program activities

Staffing:

(FA-S-01) Creating new and testable school-based professional roles for teachers
(FA-S-02) Providing teacher input into program planning and development
(FA-S-03) Providing leadership with respect to professional growth and development within the teacher "ranks"
(FA-S-04) Creating new and testable community-based quasi-professional roles for parents and community leaders
(FA-S-05) Providing opportunities for teachers to deliver and/or instruct inservice programs to other teachers

Dissemination:

(FA-D-01) Facilitating the exchange of ideas and information across teacher centers, school systems and colleges/universities
(FA-D-02) Creating local publication outlets for teachers in terms of newsletters, monograph series, occasional papers, etc.
(FA-D-03) Providing new and helpful information for universities, community and state agencies to use in program planning
(FA-D-04) Developing articles to be published in education journals
(FA-D-05) Providing opportunities for teachers to give presentations at regional, state or national meetings of professional organizations

Evaluation:

(FA-E-01) Providing feedback in terms of teacher center functioning and overall effectiveness
(FA-E-02) Providing information pertinent to the development of future teacher center programs
(FA-E-03) Providing information for the direction and refinement of the teacher center's administration and programs
(FA-E-04) Providing information for the making of rational decisions about teacher center functioning
(FA-E-05) Providing a needs assessment for both teacher center staff and classroom teachers for use in planning
(FA-E-06) Providing data for the assessment of individual programs and overall impact of the center

Political/Legislative:

(FA-PL-01) Providing public monies to support the development, evaluation, and research involved in teacher centers
(FA-PL-02) Providing standards or guidelines to be met in the development of teacher center programs
(FA-PL-03) Mandating states to provide teacher centers as a part of their public educational system
(FA-PL-04) Delivering to the taxpayer quality classroom learning and relevant inservice teacher preparation

Curriculum Development:

(FA-CD-01) Developing the capacity to construct validated local curricula with extreme relevance
(FA-CD-02) Providing a means for updating curriculum to meet the changing needs of students
(FA-CD-03) Providing the opportunity to incorporate the best of educational theory into actual classroom practice
(FA-CD-04) Facilitating the use of current texts and educational media
(FA-CD-05) Providing a set of rational criteria for selecting existing curricular elements and textbooks

Research:

(FA-R-01) Creating an opportunity for translating educational theory into classroom practice
(FA-R-02) Providing the opportunity for teachers to add to the knowledge base with respect to teaching-learning and the schooling process
(FA-R-03) Providing teachers an opportunity to conduct research in interest areas with school system support of such efforts
(FA-R-04) Creating new research avenues never before explored
(FA-R-05) Providing an opportunity to summatively evaluate teacher center related programs and classroom practices

INSTITUTIONAL PAYOFFS PROFILE

Accreditation Agencies:

(IP-AA-01) Development of an alternative set of evaluation criteria
(IP-AA-02) Execution of a non-traditional set of concerns and procedures
(IP-AA-03) Entry of different types of institutions
(IP-AA-04) Breaking down of traditional belief patterns and modes of functioning
(IP-AA-05) Establishment of optional sets of quality standards
(IP-AA-06) Involvement of different involved role incumbents in the accreditation process

Community:

(IP-C-01) More relevant curriculum, supplementary materials, and instructional strategies
(IP-C-02) Better trained and/or prepared inservice teachers
(IP-C-03) Greater programmatic and logistical input into the preparation of inservice teachers
(IP-C-04) Enhanced and increased participation in the schooling process of youngsters
(IP-C-05) Greater accountability for dollars investment in the education process
(IP-C-06) Greater input into the establishment of school need priorities

Teacher Organization:

(IP-TO-01) Better trained and prepared inservice and preservice teachers
(IP-TO-02) Enhanced reputation in terms of the general public and other professional organizations inside and outside of education
(IP-TO-03) Greater potential for collaboration with school system administrators and colleges/universities
(IP-TO-04) Larger rank and file membership along with greater resource base
(IP-TO-05) Potential for dissemination and clearinghouse functions
(IP-TO-06) Greater influence on inservice teacher training and/or preparation
(IP-TO-07) Career-long preparation of inservice teachers

Local Education Agencies:

(IP-LEA-01) Collaboration for inservice preparation with colleges/universities
(IP-LEA-02) Participation in consortium for inservice preparation
(IP-LEA-03) Determination of preservice teacher placement
(IP-LEA-04) Recipient of state and federal funds
(IP-LEA-05) Collaboration for inservice preparation with local teacher union/association
(IP-LEA-06) Enhancement of career motivation of teachers

State Education Agencies:

(IP-SEA-01) Recipient of federal funds
(IP-SEA-02) Enhancement of consultation responsibilities
(IP-SEA-03) Greater linkage building capacity
(IP-SEA-04) Dissemination clearinghouse mechanisms
(IP-SEA-05) Source of evaluation and monitor
(IP-SEA-06) Execution of research projects
(IP-SEA-07) Development of instructional and/or curriculum materials

Universities/Colleges:

(IP-UC-01) Source for support systems and services
(IP-UC-02) Source for evaluation
(IP-UC-03) Source of technical assistance
(IP-UC-04) Process and analyze data and technical information
(IP-UC-05) Execution of basic and applied research
(IP-UC-06) Translation of research findings into classroom practices
(IP-UC-07) Base for all types of academic resources

* * * * *

TEACHER CENTER VALUE-ORIENTATION-PREFERENCE INVENTORY-Response Form A

	sat	imp/rel	pres	dev

ROLE EXPECTATIONS

RE-IT-01 ___ ___ ___ ___
RE-IT-02 ___ ___ ___ ___
RE-IT-03 ___ ___ ___ ___
RE-IT-04 ___ ___ ___ ___
RE-IT-05 ___ ___ ___ ___
RE-IT-06 ___ ___ ___ ___
RE-IT-07 ___ ___ ___ ___
RE-IA-01 ___ ___ ___ ___
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RE-IA-06 ___ ___ ___ ___
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RE-PA-01 ___ ___ ___ ___
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RE-CO-01 ___ ___ ___ ___
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RE-PT-01 ___ ___ ___ ___
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RE-PP-01 ___ ___ ___ ___
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RE-PP-03 ___ ___ ___ ___
RE-PP-04 ___ ___ ___ ___
RE-PP-05 ___ ___ ___ ___
RE-PP-06 ___ ___ ___ ___
RE-PP-07 ___ ___ ___ ___
RE-SEA-01 ___ ___ ___ ___
RE-SEA-02 ___ ___ ___ ___
RE-SEA-03 ___ ___ ___ ___
RE-SEA-04 ___ ___ ___ ___
RE-SEA-05 ___ ___ ___ ___
RE-SEA-06 ___ ___ ___ ___

FUNCTIONAL ATTRIBUTES

FA-P-01 ___ ___ ___ ___
FA-P-02 ___ ___ ___ ___
FA-P-03 ___ ___ ___ ___
FA-P-04 ___ ___ ___ ___
FA-P-05 ___ ___ ___ ___
FA-P-06 ___ ___ ___ ___
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FA-O-01 ___ ___ ___ ___
FA-O-02 ___ ___ ___ ___
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FA-O-04 ___ ___ ___ ___
FA-O-05 ___ ___ ___ ___
FA-O-06 ___ ___ ___ ___
FA-C-01 ___ ___ ___ ___
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FA-C-05 ___ ___ ___ ___
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FA-C-15 ___ ___ ___ ___
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FA-C-19 ___ ___ ___ ___
FA-F-01 ___ ___ ___ ___
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FA-G-01 ___ ___ ___ ___
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FA-G-03 ___ ___ ___ ___
FA-G-04 ___ ___ ___ ___
FA-I-01 ___ ___ ___ ___
FA-I-02 ___ ___ ___ ___
FA-I-03 ___ ___ ___ ___
FA-I-04 ___ ___ ___ ___
FA-L-01 ___ ___ ___ ___
FA-L-02 ___ ___ ___ ___
FA-L-03 ___ ___ ___ ___
FA-S-01 ___ ___ ___ ___
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FA-S-05 ___ ___ ___ ___
FA-D-01 ___ ___ ___ ___
FA-D-02 ___ ___ ___ ___
FA-D-03 ___ ___ ___ ___
FA-D-04 ___ ___ ___ ___
FA-D-05 ___ ___ ___ ___

FA-E-01 ___ ___ ___ ___
FA-E-02 ___ ___ ___ ___
FA-E-03 ___ ___ ___ ___
FA-E-04 ___ ___ ___ ___
FA-E-05 ___ ___ ___ ___
FA-E-06 ___ ___ ___ ___
FA-PL-01 ___ ___ ___ ___
FA-PL-02 ___ ___ ___ ___
FA-PL-03 ___ ___ ___ ___
FA-PL-04 ___ ___ ___ ___
FA-CD-01 ___ ___ ___ ___
FA-CD-02 ___ ___ ___ ___
FA-CD-03 ___ ___ ___ ___
FA-CD-04 ___ ___ ___ ___
FA-CD-05 ___ ___ ___ ___
FA-R-01 ___ ___ ___ ___
FA-R-02 ___ ___ ___ ___
FA-R-03 ___ ___ ___ ___
FA-R-04 ___ ___ ___ ___
FA-R-05 ___ ___ ___ ___

INSTITUTIONAL PAYOFFS

IP-AA-01 ___ ___ ___ ___
IP-AA-02 ___ ___ ___ ___
IP-AA-03 ___ ___ ___ ___
IP-AA-04 ___ ___ ___ ___
IP-AA-05 ___ ___ ___ ___
IP-AA-06 ___ ___ ___ ___
IP-C-01 ___ ___ ___ ___
IP-C-02 ___ ___ ___ ___
IP-C-03 ___ ___ ___ ___
IP-C-04 ___ ___ ___ ___
IP-C-05 ___ ___ ___ ___
IP-C-06 ___ ___ ___ ___
IP-TO-01 ___ ___ ___ ___
IP-TO-02 ___ ___ ___ ___
IP-TO-03 ___ ___ ___ ___
IP-TO-04 ___ ___ ___ ___
IP-TO-05 ___ ___ ___ ___
IP-TO-06 ___ ___ ___ ___
IP-TO-07 ___ ___ ___ ___
IP-LEA-01 ___ ___ ___ ___
IP-LEA-02 ___ ___ ___ ___
IP-LEA-03 ___ ___ ___ ___
IP-LEA-04 ___ ___ ___ ___
IP-LEA-05 ___ ___ ___ ___
IP-LEA-06 ___ ___ ___ ___
IP-SEA-01 ___ ___ ___ ___
IP-SEA-02 ___ ___ ___ ___
IP-SEA-03 ___ ___ ___ ___
IP-SEA-04 ___ ___ ___ ___
IP-SEA-05 ___ ___ ___ ___
IP-SEA-06 ___ ___ ___ ___
IP-SEA-07 ___ ___ ___ ___
IP-UC-01 ___ ___ ___ ___
IP-UC-02 ___ ___ ___ ___
IP-UC-03 ___ ___ ___ ___
IP-UC-04 ___ ___ ___ ___
IP-UC-05 ___ ___ ___ ___
IP-UC-06 ___ ___ ___ ___
IP-UC-07 ___ ___ ___ ___

ROLE: _____
CENTER TYPE: _____
DATE: _____

APPENDIX B

"TCVOPI Content Validation Instrument"

TCVOPI CONTENT VALIDATION INSTRUMENT

Upon reviewing the items of each of the Role Expectations Profile, Functional Attributes Profile and the Institutional Payoffs Profile of the "Teacher Center Value-Orientation-Preference Inventory" in their entirety, please rate the items of each profile separately below according to each of the designated scales by placing your response number on the appropriate line found on the right hand margin. Space has also been provided for your optional comments. In addition, please feel free to make comments on the text of the instrument or in the margins at appropriate places.

Name: _____ Role: _____

Agency/Institution: _____

Profile: (Use a Separate Instrument for Each)

_____ Role Expectations Profile
_____ Functional Attributes Profile
_____ Institutional Payoffs Profile

1. Degree of representativeness of, (a) role expectations, (b) functional attributes, or (c) institutional payoffs from the total pool or universe of role expectations, functional attributes, or institutional payoffs:

1	2	3	4	5
Totally Unrepresentative	Somewhat Unrepresentative	Representative	Well Representative	Highly Representative

1. _____

2. Degree of relevance (how pertinent) of the identified (a) role expectations, (b) functional attributes, or (c) institutional payoffs to the needs of the study or its problem:

1	2	3	4	5
Totally Unimportant/ Irrelevant	Unimportant/ Irrelevant	Undecided	Important/ Relevant	Very Important/Relevant

2. _____

3. Degree of relevance and isometry of (a) role expectations, (b) functional attributes, or (c) institutional payoffs to the "real world" of teacher centering or teacher centers:

1	2	3	4	5
Totally Unimportant/ Irrelevant	Unimportant/ Irrelevant	Undecided	Important/ Relevant	Very Important/Relevant

3. _____

4. Degree of clarity and understanding of (a) role expectations', (b) functional attributes', or (c) institutional payoffs' listed operants or operational definitions:

1	2	3	4	5
Totally Unclear	Somewhat Clear	Clear	Above Average Clarity	High Degree of Clarity

4. _____

5. Degree of importance of (a) role expectations, (b) functional attributes, or (c) institutional payoffs to respective stakeholder groups or vested interest groups:

1	2	3	4	5
Totally Unimportant	Unimportant	Undecided	Important	Very Important

5. _____

6. Degree/usefulness of knowledge production resulting as outcomes from the study to teacher centering population and respective stakeholder groups:

1	2	3	4	5
No Utility	Little Utility	Undecided	Much Utility	Great Utility

6. _____

COMMENTS (Optional): _____